

Independent Evaluation of using self-regulated strategy development (SRSD) and memorable experiences to improve writing quality

Submission date 02/02/2015	Recruitment status No longer recruiting	<input checked="" type="checkbox"/> Prospectively registered <input checked="" type="checkbox"/> Protocol
Registration date 04/02/2015	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 17/08/2022	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

In 2013 approximately 85,000 pupils left primary school in England without having attained the suggested required level in writing (Department for Education, 2013). The aim of this project is to evaluate the effectiveness of a writing intervention called 'Self-Regulated Strategy Development (SRSD) with memorable experiences' on the writing skills of pupils in Year 5 and Year 6. The intervention has shown promise in previous research and this project will evaluate whether it can be delivered on a larger scale in a UK context.

The intervention will train teachers through a CPD programme to implement SRSD in their classrooms. SRSD is a writing process model in which students are encouraged to plan, draft, edit and revise their writing. SRSD is a strategy (originating in the United States in the 1990s), which provides a clear structure to assist writers and can be used for most genres of writing, including narrative writing. Alongside this schools will receive funding so children can undertake 'memorable experiences' to provide stimulus for children's writing practice.

Who can participate?

Approximately 80 schools, from Lincolnshire and the Leeds areas will take part in the project. All children in Year 5 and Year 6 in the 2015/2016 academic year from participating schools will be eligible for the study (approximately 7200 children).

What does the study involve?

Approximately 40 schools will be randomly allocated to the SRSD group and 40 schools to the control group.

SRSD group - schools will receive training in SRSD during June 2015. Schools will be supported to deliver SRSD with memorable experiences to Year 5 and 6 pupils during the academic year 2015 /2016 beginning in September 2015 and to continue with the Year 5 pupils when they move into Year 6 in the 2016/2017 academic year.

Control group - schools will be asked to continue with usual teaching with Year 5 and 6 pupils in the 2015/2016 academic year and to continue with usual teaching with the Year 5 pupils when

they move into Year 6 in the 2016/2017 academic year. To encourage schools to take part in the trial, schools in the control group will receive training in SRSD and funding for memorable experiences, in 2016, and can deliver the intervention to pupils not in the study.

What are the possible benefits and risks of participating?

Not provided at time of registration

Where is the study run from?

Run from York Trials Unit, UK and recruiting from 80 schools from Lincolnshire and the Leeds areas.

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

From to October 2014 to March 2018

Who is funding the study?

Education Endowment Foundation

Who is the main contact?

Mrs Hannah Ainsworth

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Contact information

Type(s)

Public

Contact name

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Contact details

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Additional identifiers

Protocol serial number

V3 26.01.2015

Study information

Scientific Title

Independent Evaluation of using self-regulated strategy development (SRSD) and memorable experiences to improve writing quality: one cluster randomised controlled trial with two primary outcomes

Acronym

SRSD Evaluation

Study objectives

What is the effectiveness of SRSD with memorable experiences when delivered for one year to pupils in Year 6 compared with 'teaching as usual' on the writing skills of participating children? What is the effectiveness of SRSD with memorable experiences when delivered for two years to pupils beginning in Year 5 and moving into Year 6 compared with pupils receiving 'usual teaching' on the writing skills of participating children?

References:

Andrews R, Torgerson C, Low G, McGuinn N, Robinson A (2006). Teaching argumentative non-fiction writing to 7–14 year olds: a systematic review of the evidence of successful practice. Technical report. In: Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London

Department of Education (2013). 'National Curriculum Assessments at Key Stage 2 in England, 2013'. (Revised) (Reference IdL SFR51/2013). Statistical First Release.

Torgerson D, Torgerson C, Ainsworth H, Buckley H, Heaps C, Hewitt C, Mitchell M, (2014). Improving Writing Quality: Evaluation Report and Executive Summary, Education Endowment Foundation. Available online at: http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_Evaluation_Report_-_Improving_Writing_Quality_-_May_2014_v2.pdf

Ethics approval required

Old ethics approval format

Ethics approval(s)

1. Durham University School of Education Ethics Committee, 09/02/2015
2. University of York Health Sciences Research Governance Committee (by Chair's Action), 30/06/2015

Study design

Pragmatic cluster randomised controlled trial, with wait list at the level of the school

Primary study design

Interventional

Study type(s)

Other

Health condition(s) or problem(s) studied

Writing skills

Interventions

Self-regulated strategy development (SRSD) is a writing process model in which students are encouraged to plan, draft, edit and revise their writing. SRSD is a strategy which provides a clear structure to assist writers and can be used for most genres of writing, including narrative writing. This trial will evaluate the 'at scale' continuing professional development (CPD) training programme in SRSD delivery for Year 5 and Year 6 teachers.

Schools in the intervention group will receive training in SRSD during June 2015. Schools will be supported to deliver SRSD with memorable experiences to Year 5 and 6 pupils during the academic year 2015/2016 beginning in September 2015 and to Year 6 pupils in the 2016/2017 academic year. Schools will receive funding to support memorable experiences.

Schools in the control group will be asked to continue with usual teaching with Year 5 and 6 pupils in the 2015/2016 academic year. From June 2016 control schools will receive training in SRSD, and will be supported to deliver SRSD with memorable experiences to pupils in Year 5 (and Year 4 if they wish) in the 2016/2017 academic year. Schools will receive funding to support memorable experiences. Schools will be explicitly asked not to deliver SRSD to pupils currently in Year 6 in the 2016/2017 academic year.

Intervention Type

Other

Primary outcome(s)

Current primary outcome measures as of 24/01/2019:

1. KS2 English writing results for children in Year 6 in the 2015/2016 academic year
2. Progress in writing for children in Year 6 in the 2016/2017 academic year measured using a test that drew on components of historical KS2 assessments (past KS2 writing papers) independently administered and marked

Previous primary outcome measures:

1. KS2 English writing results for children in Year 6 in the 2015/2016 academic year
2. KS2 English writing results for children in Year 6 in the 2016/2017 academic year

Key secondary outcome(s)

Current secondary outcome measures as of 24/01/2019:

For children in Year 6 in the 2015/2016 academic year:

1. KS2 Reading
2. KS2 Spelling, Punctuation and Grammar
3. KS2 Maths
4. Long term follow-up using data from the National Pupil Database.

For children in Year 6 in the 2016/2017 academic year:

1. KS2 writing (national test)
2. KS2 Reading
3. KS2 Spelling, Punctuation and Grammar
4. KS2 Maths
5. Long term follow-up using data from the National Pupil Database.

Previous secondary outcome measures:

For children in Year 6 in the 2015/2016 academic year:

1. KS2 Reading
2. KS2 Spelling, Punctuation and Grammar

- 3. KS2 Maths
- 4. Long term follow-up using data from the National Pupil Database.

For children in Year 6 in the 2016/2017 academic year:
KS2 Reading
KS2 Spelling, Punctuation and Grammar
KS2 Maths
Long term follow up using the National Pupil Database.

Completion date

31/03/2018

Eligibility

Key inclusion criteria

Primary schools from Leeds and Lincolnshire

Participant type(s)

Other

Healthy volunteers allowed

No

Age group

Child

Sex

All

Key exclusion criteria

- 1. Primary schools in an Ofsted category
- 2. Primary schools who cannot teach Year 6 separately

Date of first enrolment

09/02/2015

Date of final enrolment

23/03/2015

Locations

Countries of recruitment

United Kingdom

England

Study participating centre

York Trials Unit, Department of Health Sciences , University of York
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Sponsor information

Organisation

University of York

ROR

<https://ror.org/04m01e293>

Funder(s)

Funder type

Research organisation

Funder Name

Education Endowment Foundation (UK)

Results and Publications

Individual participant data (IPD) sharing plan

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IPD sharing plan summary

Stored in repository

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results	results			No	No
Protocol (other)		28/07/2015	17/08/2022	No	No
Protocol (other)		28/01/2015	17/08/2022	No	No
Protocol (other)			17/08/2022	No	No
Protocol (other)			17/08/2022	No	No