

Evaluation of the University of Oxford improving numeracy and literacy programme

Submission date 26/09/2013	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 15/10/2013	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 24/01/2017	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

'Mathematics and Reasoning' is a numeracy intervention that develops children's understanding of the logical principles underlying mathematics. 'Literacy and Morphemes' is a literacy intervention that sees children being taught about morphemic spelling, which aids children's spelling and also their reading comprehension. The lessons are all delivered through electronic resources, including PowerPoint presentations (which the teachers use for whole class teaching) and online games (that the children can access at school and at home).

Who can participate?

Pupils aged 6 and 7 years in year 2 of infant/primary school

What does the study involve?

Each of the two programmes requires teachers to be trained for one day in the approaches prior to the intervention starting. The programmes last for 12 weeks, with children receiving one hour of instruction per week. Participating schools are randomly allocated to one of the three groups: either one of the two interventions or their normal lessons in literacy and numeracy. Pupils' literacy and numeracy ability are tested before allocation and again at the end of the school year to determine the impact of the interventions.

What are the possible benefits and risks of participating?

The programme may improve pupils' literacy and numeracy ability.

Where is the study run from?

The study is being run by National Foundation for Educational Research, Slough, UK. Many schools are expected to be in the Oxfordshire, Berkshire, Buckinghamshire counties. However, adverts have been placed in the national press, so any school fitting the criteria and that approaches the National Foundation for Educational Research is eligible.

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

January 2013 to September 2014

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

Who is the main contact?
Jack Worth
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Contact information

Type(s)
Scientific

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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers
N/A

Study information

Scientific Title
Evaluation of the University of Oxford improving numeracy and literacy programme: cluster randomised controlled trial

Study objectives
The use of 'Literacy and Morphemes' and 'Mathematics and Reasoning' teaching programmes increase Year 2 pupils' development of literacy and numeracy ability respectively.

Ethics approval required
Old ethics approval format

Ethics approval(s)
National Foundation for Educational Research Code of Practice Committee

Study design

Cluster randomised 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

Educational attainment

Interventions

Participants are randomised into one of three groups:

1. Literacy intervention: 20 schools and 800 pupils receiving the literacy programme over 12 weeks
2. Numeracy intervention: 20 schools and 800 pupils receiving the numeracy programme over 12 weeks
3. Control: 20 schools and 800 pupils receiving normal lessons in literacy and numeracy

Intervention Type

Other

Phase

Not Applicable

Primary outcome measure

1. Total test scores from the Progress in English test (for the literacy intervention)
2. Progress in Maths test (for the numeracy intervention)

Secondary outcome measures

1. Test the impact of the interventions on pupils of differing abilities
2. Analyse the differential impact of the interventions on free school meal (FSM) and non-FSM pupils, and English as an additional language (EAL) and non-EAL pupils
3. Analyse the impact of the interventions on end of Key Stage 1 reading, writing and maths
4. Analyse the impact on specific domains of the tests where the interventions are thought to have a particular effect: specifically, Grammar and Reading non-narrative and Solving routine problems
5. Analyse any transfer effects, testing the impact of the numeracy intervention on literacy test scores, and of the literacy intervention on numeracy test scores

Overall study start date

01/06/2013

Completion date

15/01/2015

Eligibility

Key inclusion criteria

Pupils aged 6 and 7 years in year 2 of infant/primary schools from the South of England

Participant type(s)

Patient

Age group

Child

Lower age limit

6 Years

Upper age limit

7 Years

Sex

Both

Target number of participants

60 schools

Key exclusion criteria

Parental opt-out

Date of first enrolment

01/06/2013

Date of final enrolment

15/01/2015

Locations

Countries of recruitment

England

United Kingdom

Study participating centre

National Foundation for Educational Research
Slough
United Kingdom
SL1 2DQ

Sponsor information

Organisation

The Education Endowment Foundation (UK)

Sponsor details

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Sponsor type

Charity

Website

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

ROR

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

Funder(s)

Funder type

Charity

Funder Name

The 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?
Results article	results			Yes	No