

Independent Evaluation of University of Exeter's Grammar for Writing Programme

Submission date 28/02/2013	Recruitment status No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
Registration date 09/04/2013	Overall study status Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
Last Edited 28/06/2016	Condition category Other	<input type="checkbox"/> Individual participant data

Plain English summary of protocol

Background and study aims

The Education Endowment Foundation has asked researchers at the University of York and Durham University to evaluate the Grammar for Writing intervention being delivered and supported by the University of Exeter in 2013. The intervention aims to improve writing skills in Year 6 children who are less able writers, especially the writing skills of pupils who are currently working at KS2 Level 3 or a fragile KS2 Level 4. The intervention will be a modified version of an existing grammar intervention aimed at improving writing skills in older children. This study will assess how well Grammar for Writing works compared to usual teaching.

Who can participate?

Year 6 pupils in approximately 60 schools.

What does the study involve?

Schools will be randomly allocated to one of two groups: a Grammar for Writing group and a business as usual group. Within the grammar for writing group, individual children who meet the inclusion criteria will be randomly allocated to receive either enhanced small group support or to remain within the wider class. Towards the end of the summer term (2013) all pupils from the included classes (with some exceptions where needed) will complete the GL Assessment Progress in English (PiE) 11 (Long Form). The Progress in English results of pupils who have taken part in the intervention will then be compared with the results of pupils who received usual teaching, in order to estimate the effect the intervention has had on pupils writing skills.

What are the possible benefits and risks of participating?

Participating schools will receive access to a potentially beneficial writing intervention for pupils in Year 6. There are no known risks of participation.

Where is the study run from?

The independent evaluation is being conducted by the University of York and Durham University. The University of Exeter are responsible for communication with schools and delivery of the intervention. 60 schools.

When is the study starting and how long is it expected to run for?
The study begins in March 2013 and is expected to last for 8 months.

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

Who is the main contact?
Professor David Torgerson, Principal Investigator, david.torgerson@york.ac.uk
Natasha Mitchell, Trial Manager, natasha.mitchell@york.ac.uk

Contact information

Type(s)
Scientific

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Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers
Version 1.4 12.02.12

Study information

Scientific Title
Independent Evaluation of University of Exeter's Grammar for Writing Programme: a cluster randomised controlled trial

Study objectives
What is the effectiveness of the one to one or small group Grammar for writing intervention compared with a business as usual control group on writing skills of participating children?

Ethics approval required

Old ethics approval format

Ethics approval(s)

1. Durham University School of Education Ethics Committee, 14/02/2013
2. University of York Health Sciences Research Governance Committee, 20/02/2013

Study design

Pragmatic cluster randomised controlled trial. Outcome assessment will be marked blind to allocation.

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 below to request a patient information sheet

Health condition(s) or problem(s) studied

Education, English writing skills

Interventions

Intervention: Grammar for Writing intervention: delivered and supported by the University of Exeter in 2013. The intervention aims to improve writing skills in Year 6 children who are less able writers. The intervention will be a modified version of an existing grammar intervention aimed at improving writing skills in older children.

Control: Usual Teaching

Intervention Type

Other

Phase

Not Applicable

Primary outcome measure

Combined Score on 2 writing tasks within the GL Assessment Progress in English 11 (Long Form) test

Secondary outcome measures

Scores on reading, spelling and grammar tasks within the GL Assessment Progress in English 11 (Long Form) test

Overall study start date

01/03/2013

Completion date

31/10/2013

Eligibility

Key inclusion criteria

Primary Schools: The University of Exeter, in collaboration with the National Association of Teachers of English, will recruit appropriate schools, willing to implement the Writing for Grammar intervention if allocated to intervention and willing to undertake all related research procedures.

Pupils/Children: In participating schools 2 classes (randomised to intervention or control group) from Year 6 in 2012/2013 school academic year. Additionally, within the intervention class, teachers will identify pupils who are eligible for individual randomisation using pre-specified criteria: Year 6 pupils expected to achieve Level 3 or borderline Level 4 in English by the end of Key Stage 2.

Participant type(s)

Patient

Age group

Child

Sex

Both

Target number of participants

Approximately 60 primary schools. Approximately 3240 pupils/children for whole class randomisation & approximately 240 pupils/children for individual randomisation.

Key exclusion criteria

Primary Schools: NOT willing to allow the random allocation of Year 6 class(es) to either intervention or comparison group, and/or NOT willing to allow randomisation of individual pupils to receive the intervention in small group/one to one or within the class, and/or NOT willing to undertake all related research procedures.

Pupils/Children: Year 6 pupils NOT in participating primary schools.

Date of first enrolment

01/03/2013

Date of final enrolment

31/10/2013

Locations

Countries of recruitment

England

United Kingdom

Study participating centre

University of York

York

United Kingdom

YO10 5DD

Sponsor information

Organisation

University of York (UK)

Sponsor details

c/o Sue Final

Research Innovation Office

Innovation Centre

York Science Park

York

England

United Kingdom

YO10 5DG

+44 (0)1904 435 154

sue.final@york.ac.uk

Sponsor type

University/education

ROR

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

Funder(s)

Funder type

Charity

Funder Name

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 expected to be made available

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Funder report results	results	01/02/2014		No	No