

# Independent Evaluation of Calderdale Excellence Partnerships Improving Writing Quality programme

<b>Submission date</b> 25/02/2013	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 07/05/2013	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 23/01/2019	<b>Condition category</b> 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 Improving Writing Quality intervention being delivered and supported by the Calderdale Excellence Partnership in 2013 and 2014. The intervention provides memorable experiences for participating pupils and includes professional development for teachers in key elements of the writing intervention Self-Regulated Strategy Development (SRSD), including discussion, modelling and planning.

The evaluation aims to find out if the intervention helps to improve pupils writing skills during the transition from Year 6 to Year 7, especially the writing skills of pupils who are currently working at KS2 Level 3 or a fragile KS2 Level 4.

### Who can participate?

Primary and Secondary schools working with the Calderdale Excellence Partnership and willing to agree to all research procedures.

### What does the study involve?

Approximately 24 primary schools (feeding into 3 secondary schools) will be randomly allocated in March 2013 to be offered the intervention either in 2013 (intervention group) or in 2014. In primary schools allocated to receive the intervention, the intervention will be delivered to all pupils in Year 6. When pupils move in to Year 7, secondary schools will deliver the intervention to pupils from intervention Primary Schools who were predicted to achieve Level 3 or an insecure Level 4 in English (based on teacher predictions made in the autumn term of Year 6). At the end of autumn term 2013 all Year 7 pupils (with some exceptions where needed) in participating secondary schools 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 and Year 7. 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 (UK). Calderdale Excellence Partnership are responsible for communication with schools and delivery of the intervention.

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

February 2013 to December 2013

Who is funding the study?

Education Endowment Foundation (UK)

Who is the main contact?

Professor David Torgerson

david.torgerson@york.ac.uk

## Contact information

### Type(s)

Scientific

### Contact name

Prof David Torgerson

### Contact details

York Trials Unit

ARRC Building

Department of Health Sciences

University of York

Heslington

York

United Kingdom

YO10 5DD

+44(0)1904 321340

david.torgerson@york.ac.uk

## Additional identifiers

EudraCT/CTIS number

IRAS number

ClinicalTrials.gov number

Secondary identifying numbers

Version 3 13.02.12

# Study information

## Scientific Title

Independent Evaluation of Calderdale Excellence Partnerships Improving Writing Quality programme: A cluster randomised controlled trial

## Study objectives

What is the effectiveness of the Improving Writing Quality programme compared with 'business as usual' on the 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

## Primary study design

Interventional

## Secondary study design

Randomised controlled trial

## Study setting(s)

Other

## 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: Improving Writing Quality intervention: delivered and supported by the Calderdale Excellence Partnership in 2013 and 2014. This intervention will provide memorable experiences for pupils in Year 6 before the transition to Year 7. The intervention will include professional development for primary and secondary school teachers in key elements of the writing intervention Self-Regulated Strategy Development (SRSD), including discussion, modelling and planning. Pupils will continue to receive the intervention when they move into Year 7.

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**

26/02/2013

**Completion date**

31/12/2013

## **Eligibility**

**Key inclusion criteria**

Primary Schools: Primary Schools currently working with Calderdale Excellence Partnership, willing to implement the Improving Writing Quality intervention if allocation to intervention and willing to undertake all related research procedures.

Secondary Schools: Secondary Schools currently working with Calderdale Excellence Partnership, willing to implement the Improving Writing Quality intervention and willing to undertake all related research procedures.

Pupils/Children: In participating schools all Year 6 pupils in 2012/2013 school academic year. Analysis will focus on Year 6 pupils predicted to achieve Level 3 or an insecure level 4 in English by the end of Key Stage 2 (based on teacher assessments conducted at the end of Autumn term 2012).

**Participant type(s)**

Patient

**Age group**

Child

**Sex**

Both

**Target number of participants**

Approximately 24 primary schools feeding into 3 secondary schools. Approximately 288 pupils /children in total in target group.

**Key exclusion criteria**

Primary Schools: Primary Schools NOT currently working with Calderdale Excellence Partnership, and/or NOT willing to implement the Improving Writing Quality intervention if allocation to intervention and/or NOT willing to undertake all related research procedures.

Secondary Schools: Secondary Schools NOT currently working with Calderdale Excellence Partnership, and/or NOT willing to implement the Improving Writing Quality intervention and/or NOT willing to undertake all related research procedures.

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

**Date of first enrolment**

26/02/2013

**Date of final enrolment**

31/12/2013

## **Locations**

**Countries of recruitment**

England

United Kingdom

**Study participating centre**

York Trials Unit

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 435154

sue.final@york.ac.uk

**Sponsor type**

University/education

**Website**

<http://www.york.ac.uk/>

**ROR**

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

## Funder(s)

**Funder type**

Charity

**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?
<a href="#">Funder report results</a>	results	01/05/2014	23/01/2019	No	No