

# Evaluating a mastery approach to teaching English in Key Stage 3

<b>Submission date</b> 05/04/2022	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input checked="" type="checkbox"/> Protocol
<b>Registration date</b> 05/04/2022	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input type="checkbox"/> Results
<b>Last Edited</b> 19/07/2023	<b>Condition category</b> Other	<input type="checkbox"/> Individual participant data <input type="checkbox"/> Record updated in last year

## Plain English summary of protocol

### Background and study aims

The aim of English Mastery is to improve achievement in the subject of English. This is done by providing teachers with subject-specific training, curriculum materials and ongoing in-school support and coaching.

### Who can participate?

Key Stage 3 pupils (Years 7 and 8, ages 11-13 years).

### What does the study involve?

EM is delivered through in-class teaching during regular timetabled English lessons. Weekly departmental co-planning materials are provided to aid teachers in adapting the English Mastery lessons for their pupils. Teachers also receive training and support through induction, additional training for the KS3 lead, remote development sessions, biannual school coaching visits, Assessing for Mastery standardisation sessions each term and optional webinar workshops. All pupils receive the same dosage and study the same topics, but the foundation curriculum is designed to be accessible to lower attaining pupils (such as through the use of abridged texts).

### What are the possible benefits and risks of participating?

Pupils could benefit from higher attainment in English. The intervention is delivered in class and presents no conceivable additional risks.

### Where is the study run from?

Sheffield Institute of Education (UK) is the independent evaluator. Ark Curriculum (UK) have designed the intervention and is responsible for the teacher training and ongoing support for schools.

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

January 2022 to January 2026

### Who is funding the study?

Education Endowment Foundation (UK)

Who is the main contact?  
Dr Martin Culliney, m.culliney@shu.ac.uk

## Contact information

**Type(s)**  
Principal investigator

**Contact name**  
Dr Martin Culliney

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## Additional identifiers

**Clinical Trials Information System (CTIS)**  
Nil known

**ClinicalTrials.gov (NCT)**  
Nil known

**Protocol serial number**  
Nil known

## Study information

**Scientific Title**  
Evaluation of English mastery

**Study objectives**  
The mastery approach to English leads to improved attainment among Key Stage 3 pupils as measured by the GL Assessment Progress Test in English

**Ethics approval required**  
Old ethics approval format

**Ethics approval(s)**  
Approved 26/01/2022, Sheffield Hallam University ethics committee (no address provided; no telephone number provided; ethicssupport@shu.ac.uk), ref: ER40773698

## **Study design**

Two-arm three-level cluster randomised controlled trial

## **Primary study design**

Interventional

## **Study type(s)**

Other

## **Health condition(s) or problem(s) studied**

English teaching in schools

## **Interventions**

Current intervention as of 21/07/2022:

The units of randomisation are schools.

Those allocated to the intervention group send their Y7 and Y8 English teachers to training provided by Ark English Mastery. These teachers then teach the relevant cohort (all Y7 pupils in 2022/23 and all Y8 pupils in 2023/24 for cohort 1, or all Y7 pupils in 2023/24 and all Y8 pupils in 2024/25 for cohort 2) using the English Mastery approach. Control schools teach on a 'business-as-usual' basis during this period.

Previous intervention:

The units of randomisation are schools.

Those allocated to the intervention group send their Y7 and Y8 English teachers to training provided by Ark English Mastery. These teachers then teach the relevant cohort (all Y7 pupils in 2022/23 and all Y8 pupils in 2023/24) using the English Mastery approach. Control schools teach on a 'business-as-usual' basis during this period.

## **Intervention Type**

Behavioural

## **Primary outcome(s)**

Current primary outcome measure as of 21/07/2022:

Attainment in English, measured using KS2 Reading and GPS (combined) taken at end of Y6 (2022 for cohort 1, or 2023 for cohort 2) as a baseline and the GL Progress Test in English at end of Y8 (2024 for cohort 1, 2025 for cohort 2)

Previous primary outcome measure:

Attainment in English, measured using KS2 Reading and GPS (combined) taken at end of Y6 (2022) as a baseline and the GL Progress Test in English at end of Y8 (2024)

## **Key secondary outcome(s)**

Current secondary outcome measures as of 21/07/2022:

Attainment in English, measured using KS2 Reading and GPS (separate) taken at end of Y6 (2022 for cohort 1, or 2023 for cohort 2) as a baseline and the GL Progress Test in English subscales (Reading; Spelling, punctuation and grammar) at end of Y8 (2024 for cohort 1, 2025 for cohort 2)

Previous secondary outcome measures:

Attainment in English, measured using KS2 Reading and GPS (separate) taken at end of Y6 (2022) as a baseline and the GL Progress Test in English subscales (Reading; Spelling, punctuation and grammar) at end of Y8 (2024)

**Completion date**

31/01/2026

## Eligibility

**Key inclusion criteria**

Current participant inclusion criteria as of 21/07/2022:

1. Non-academically selective, state secondary schools
2. In the East Midlands and Humber, North or West Midlands regions of England
3. Not delivered English Mastery previously
4. Has three or more hours of timetabled English lessons for Year 7 in 2022-23 and for Year 8 in 2023-24 (cohort 1), or for Year 7 in 2023-24 and for Year 8 in 2024-25 (cohort 2)

Previous participant inclusion criteria:

1. Non-academically selective, state secondary schools
2. In the East Midlands and Humber, North or West Midlands regions of England
3. Not delivered English Mastery previously
4. Has three or more hours of timetabled English lessons for Year 7 in 2022-23 and for Year 8 in 2023-24

**Participant type(s)**

Other

**Healthy volunteers allowed**

No

**Age group**

Child

**Sex**

All

**Key exclusion criteria**

Does not meet inclusion criteria

**Date of first enrolment**

01/03/2022

**Date of final enrolment**

30/09/2023

## Locations

**Countries of recruitment**

United Kingdom

England

**Study participating centre**  
**Sheffield Institute of Education**  
Arundel Building  
Sheffield  
United Kingdom  
S1 1AY

## Sponsor information

**Organisation**  
Education Endowment Foundation

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

## Funder(s)

**Funder type**  
Government

**Funder Name**  
Department for Education, UK Government

**Alternative Name(s)**  
Department for Education (DfE), Department for Education, educationgovuk, DfE

**Funding Body Type**  
Government organisation

**Funding Body Subtype**  
National government

**Location**  
United Kingdom

## Results and Publications

### **Individual participant data (IPD) sharing plan**

At the end of the project, data on all participating pupils will be submitted to the EEF's Data Archive. At this point, EEF and DfE will be data controllers and contractors appointed to manage the Data Archive will be data processors. The evaluation data will also be linked with information about the students from the National Pupil Database (NPD), and shared with Department for

Education, the EEF's archive manager and, in an anonymised form, with the Office for National Statistics, the UK Data Archive, and potentially other approved researchers.

### IPD sharing plan summary

Stored in non-publicly available repository, Available on request

### Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
<a href="#">Participant information sheet</a>	Participant information sheet	11/11/2025	11/11/2025	No	Yes
<a href="#">Protocol (other)</a>			19/10/2022	No	No
<a href="#">Study website</a>	Study website	11/11/2025	11/11/2025	No	Yes