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Evaluation of the teacher peer observation intervention

Submission date
03/06/2014

Recruitment status
No longer recruiting

Registration date
23/06/2014

Overall study status
Completed

Last Edited
26/10/2020

Condition category
Other

[X] Prospectively registered
[_] Protocol
[_] Statistical analysis plan
[X] Results
[_] Individual participant data

Plain English summary of protocol

Background and study aims
The University of Bristol has developed a new method (or intervention) of teacher peer review, a system where teachers observe and critique each others skills in the classroom. It uses software called RANDA, which can be installed on a IPad tablet and it allows teachers to peer review each other using any number of customised scoring systems. The aims behind the development of this software are to improve teachers performance in the classroom and improve pupils educational attainments. This study seeks to test this new teacher peer observation intervention through a large number of teacher peer reviews in the English and mathematics departments of 120 schools over the course of two years.

Who can participate?
This project is for teachers teaching mathematics or English in GCSE classes.

What does the study involve?
Schools will be randomly selected to either be in the intervention group who take part in the new peer review intervention or the control group who continue as normal. Teachers in intervention schools will be randomly allocated to either be an observer, to be observed or to do both. Teachers carrying out observations will use an IPad (which the University of Bristol will supply) and work through a rubric (a framework on which the observations will be based which is loaded onto the IPad as an app). The observation should take about 15-20 minutes. Within each school, the mathematics and English departments will be randomly allocated to a low dose or high dose of the teacher peer review process. In low dose departments, each teacher being observed will be peer reviewed 6-9 times over a cause of a year. In high dose departments, this increases to 15-18 times a year. Students English and mathematics abilities will also be tested at the end of each school year for two years. This will be using an adapted Key Stage 3 test in year 10 and GCSE exams in year 11.

What are the possible benefits and risks of participating?
The programme may improve students abilities in mathematics and English.

Where is the study run from?
The study is being run by National Foundation for Educational Research, Slough, UK.

When is the study starting and how long is it expected to run for?
September 2014 to July 2016.

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

Who is the main contact?
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Contact information

Type(s)
Scientific

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Additional identifiers

Protocol serial number
N/A

Study information

Scientific Title
Evaluation of the teacher peer observation intervention: Cluster randomised controlled trial

Study objectives
The use of the teacher peer observation intervention designed by the University of Bristol will increase Year 10 and Year 11 students' abilities in mathematics and English

Ethics approval required
Old ethics approval format

Ethics approval(s)
National Foundation for Educational Research Code of Practice Committee, 06/05/14

Study design
Cluster randomised trial

Primary study design
Interventional

Study type(s)
Quality of life

Health condition(s) or problem(s) studied
Educational attainment

Interventions
There are three levels of randomisation:
1. Schools are randomised to either intervention (55 schools) or control (65 schools continuing as normal) conditions
2. Mathematics and English departments within the intervention schools are randomised to either high dose (15-18 times a year) or low dose (6-9 times a year) of the peer observation (every school will have one low and one high observation category)
3. Teachers within the intervention schools are randomised to either be an observer, an observee or both (a third in each condition)

Intervention Type
Other

Phase
Not Applicable

Primary outcome(s)
GCSE outcomes for English and mathematics will be used to measure year 11 ability.

Key secondary outcome(s))
Adapted Key Stage 3 tests in English and mathematics will be used to measure year 10 ability. Analysis of the differential impact of the interventions on free school meal (FSM) and non-FSM pupils, and gender will also be carried out.

Completion date
30/07/2016

Eligibility

Key inclusion criteria
1. State secondary schools in England that are mixed with no boarders
2. Schools who have the top half of students eligible for free school meals (the highest percentages of FSM)
3. Students will be in year 10 and year 11
4. Schools will need to provide a list of UPNs, class lists and teacher IDs to avoid control schools resisting the data requirements after allocation
5. Headteachers will be asked to give consent on behalf of the teachers and students

Participant type(s)
Patient

Healthy volunteers allowed
No

Age group
Child

Sex
All

Total final enrolment
82

Key exclusion criteria
Schools in Somerset, Lancashire and Merseyside as requested by the funder

Date of first enrolment
01/09/2014

Date of final enrolment
30/07/2016

Locations

Countries of recruitment
United Kingdom

England

Study participating centre
The Mere
Slough
United Kingdom
SL1 2DQ

Sponsor information

Organisation
The Education Endowment Foundation (UK)

ROR
https://ror.org/03bhd6288

Funder(s)

Funder type
Government

Funder Name
The Education Endowment Foundation (UK)

Results and Publications

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	01/11/2017	26/10/2020	Yes	No
Participant information sheet	Participant information sheet	11/11/2025	11/11/2025	No	Yes
Study website	Study website	11/11/2025	11/11/2025	No	Yes