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Changing mindsets to improve pupil attainment

Submission date
07/06/2016

Recruitment status
No longer recruiting

Registration date
01/07/2016

Overall study status
Completed

Last Edited
07/05/2021

Condition category
Other

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

Plain English summary of protocol

Background and study aims
The Changing Pupils' Mindsets project is testing the theories that children hold about their intelligence, in particular whether it is a 'fixed entity' or a 'malleable' quality that can be developed. Research with 12-14 year olds in the US has found that those who agreed with the idea that "You can always change how intelligent you are" outperformed those who believed that "You have a certain amount of intelligence and you can't do much to change it". Other US research found that mentoring pupils with a Changing Mindsets approach led to improvements in standardised tests. This study is testing a model of changing the way pupils think about themselves and their intelligence. Specifically, the intervention aims to support schools in encouraging "growth mindsets" in their pupils (the belief that intelligence can be developed, rather than being a fixed trait).

Who can participate?
Teachers and Year 6 pupils at primary schools in the South East, South West, Midlands, North East and North West (UK)

What does the study involve?
Participating schools are randomly allocated to either receive the intervention straight away or to carry on with business as usual and receive the intervention two academic terms later. Teachers receive training that introduces them to mindset theory and evidence and provides them with tips for how to embed the approach in their classrooms/schools (e.g. how to communicate incremental beliefs to pupils through feedback/praise). To supplement these suggested changes to everyday practice, teachers are given the materials/training to run an 8-week programme (up 2.5 hours a week) of weekly lessons and activities.

What are the possible benefits and risks of participating?
The possible benefits of participation are an increase in growth mindset, increased pupil resilience to challenge and failure in learning, increased pupil attainment (literacy and numeracy), improved pupil self-regulation and self-efficacy. The risks of participating are loss of time spent on other curriculum areas having a negative impact on attainment in those areas. This risk is mitigated by teachers selecting the time of delivery that limits this risk, e.g. delivery coming outside of core curriculum delivery times.

Where is the study run from?
National Institute of Economic and Social Research and University of Portsmouth (UK)

When is the study starting and how long is it expected to run for?
February 2016 to January 2018

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

Who is the main contact?
Dr Cinzia Rienzo

Contact information

Type(s)
Scientific

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Study information

Scientific Title
Changing mindsets to improve pupil attainment: a randomised trial in schools

Study objectives
Testing whether teacher-led sessions can encourage pupils to adopt a “growth mindset”

Ethics approval required
Old ethics approval format

Ethics approval(s)
University of Portsmouth, Science Faculty Ethics Committee (SFEC), 04/02/2016, Ref: SFEC 2016-007

Primary study design
Interventional

Study design
Interventional school-level cluster randomised controlled trial; the participants are not blinded, but the outcome measurement is

Study type(s)
Quality of life

Health condition(s) or problem(s) studied
Academic performance end of Year 6

Interventions
Treatment: Teachers will receive training that introduces them to mindset theory and evidence and provides them with tips for how to embed the approach in their classrooms/schools. Schools will pay £500 to receive the intervention.
Control: Business as usual and payment of £500 to receive the intervention two academic terms later.

Intervention Type
Behavioural

Primary outcome(s)
Literacy and numeracy as measured by the national Key Stage 2 tests at the end of the first year

Key secondary outcome(s)
Non-cognitive skills, measured through the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich & Van De Groot, 1990), self-efficacy and self-regulation subscales

Completion date
31/01/2018

Eligibility

Key inclusion criteria
The study comprises primary schools in the South East, South West, Midlands, North East and North West. Within each school, the trial focuses on year 6 pupils.
Recruitment is on a school basis. Inclusion criteria is any school that is:
1. English state primary schools that are able to send their Year 5 and Year 6 teachers to one of up to 20 INSETs in 7 regions across the UK
2. Schools that have not carried out any formal Mindset intervention at the stage of recruitment
3. Schools that have not used a systematic mindsets programme with their Year 6 cohort
4. Schools should also be able to attend one of the training dates provided by Portsmouth

If there is a high degree of interest from schools then schools with a high number of FSM pupils, or schools were there was a significant gap between FSM and non-FSM pupils will be prioritized.

As a condition of being entered into the randomisation schools will need to provide the following:
1. Confirmation that parent opt-out consent forms have been sent out
2. Pupil data form including UPNs for all year 6s
3. Baseline teacher questionnaire

Participant type(s)
Other

Healthy volunteers allowed
No

Age group
Child

Sex
All

Key exclusion criteria
1. Independent schools
2. School that have used a systematic mindsets programme with their Year 6 cohort

Date of first enrolment
22/02/2016

Date of final enrolment
16/06/2016

Locations

Countries of recruitment
United Kingdom

England

Study participating centre
National Institute of Economic and Social Research
United Kingdom
SW1P 3HE

Study participating centre
University of Portsmouth
United Kingdom
PO1 2DY

Sponsor information

Organisation
Education Endowment Foundation (UK)

ROR
https://ror.org/03bhd6288

Funder(s)

Funder type
Charity

Funder Name
Education Endowment Foundation (UK)

Results and Publications

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		11/07/2019	07/05/2021	No	No
Study website	Study website	11/11/2025	11/11/2025	No	Yes