

# Changing mindsets to improve pupil attainment

<b>Submission date</b> 07/06/2016	<b>Recruitment status</b> No longer recruiting	<input type="checkbox"/> Prospectively registered <input type="checkbox"/> Protocol
<b>Registration date</b> 01/07/2016	<b>Overall study status</b> Completed	<input type="checkbox"/> Statistical analysis plan <input checked="" type="checkbox"/> Results
<b>Last Edited</b> 07/05/2021	<b>Condition category</b> Other	<input type="checkbox"/> 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

### Contact name

Dr Cinzia Rienzo

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## Additional identifiers

## 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

### Study design

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

### **Primary study design**

Interventional

### **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 where 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?
<a href="#">Funder report results</a>		11/07/2019	07/05/2021	No	No
<a href="#">Study website</a>	Study website	11/11/2025	11/11/2025	No	Yes