

Evaluation of the EAL in the Mainstream Classroom programme in secondary schools

Submission date 07/03/2019	Recruitment status No longer recruiting	☐ Prospectively registered ☒ Protocol
Registration date 13/03/2019	Overall study status Completed	☒ Statistical analysis plan ☐ Results
Last Edited 21/11/2022	Condition category Other	☐ Individual participant data ☐ Record updated in last year

Plain English summary of protocol

Background and study aims

The EAL (English as an Additional Language) in the Mainstream Classroom Programme has been designed specifically to help teachers of mainstream subjects in secondary schools. It aims to equip them with the expertise they need to help EAL pupils with their academic language skills in specific subject areas. The effectiveness of the programme is being tested in this study in the subject areas of Science and History. The study will also look at whether there are any positive effects on pupils in general, and whether there are any additional effects for those who have received the programme in both subjects rather than one.

Who can participate?

Study participants are Science and History pupils who are in Year 10 at the beginning of the study. They will take part in the study if the school and their subject teachers have agreed to take part, and their parents have consented to the use of their data.

What does the study involve?

Schools are randomly allocated to one of two groups: either the intervention group or the control group. The programme is delivered over the course of one school year, and one year after that, the pupils take their GCSE exams. The study will compare the GCSE results of the EAL pupils who received the programme with those who did not, to see if the programme has helped those that did receive the programme to achieve better results. Teachers are also being asked to complete surveys at the beginning, middle and end of the study to provide additional data about the effectiveness of programme delivery and the experience of the teachers.

What are the possible benefits and risks of participating?

There are no anticipated risks associated with the intervention given that the programme has been trialed previously and shows evidence of promise. If the programme is effective, the primary outcome should be an improvement in GCSE results.

Where is the study run from?

The programme is recruiting schools in England. Eleven schools, geographically spread across the country, are acting as Programme Delivery Centres.

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

January 2017 to March 2020

Who is funding the study?

Education Endowment Foundation (UK), Unbound Philanthropy and the Bell Foundation

Who is the main contact?

Dr Louise Tracey

Contact information

Type(s)

Scientific

Contact name

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Contact details

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Additional identifiers

Protocol serial number

N/A

Study information

Scientific Title

EAL in the Mainstream Classroom Evaluation

Study objectives

The primary research question is:

1. How effective is the 'EAL in the Mainstream Classroom' programme in improving subject-specific academic attainment when delivered to Key Stage 4 EAL pupils taking GCSE Science?

The secondary research questions are:

1. How effective is the 'EAL in the Mainstream Classroom' programme in improving subject-specific academic attainment in a second GCSE subject (History)?

2. How effective is the 'EAL in the Mainstream Classroom' programme in improving Academic attainment in English (as measured by GCSE English Language) when delivered to Key Stage 4 EAL pupils?

3. What is the impact of 'EAL in the Mainstream Classroom' when pupils receive the approach from more than one teacher in more than one subject area (i.e. when pupils are taught by trained 'EAL in the Mainstream Classroom' teachers in both Science and History GCSE subjects)?

4. What is the impact of 'EAL in the Mainstream Classroom' on non-EAL pupils within the same classrooms?

Ethics approval required

Old ethics approval format

Ethics approval(s)

Approved 31/01/2017 by Department of Education Ethics Committee, c/o Research Administrator, Department of Education, University of York, Heslington, York, YO10 5DD, Tel: +44 (0)1904 324476, Email: education-research-administrator@york.ac.uk, ref: 17/01

Study design

Two-armed school-level randomised efficacy trial

Primary study design

Interventional

Study type(s)

Other

Health condition(s) or problem(s) studied

English as an Additional Language

Interventions

Year 10 Science and History classes allocated to intervention or control on a school basis. Randomisation was conducted at the school-level using minimisation. This was to ensure balance at baseline and permit ongoing allocation so schools could be informed which condition they were assigned to soon after recruitment. The covariate at baseline was region to ensure Delivery Hub capacity to deliver training and ensure comparability within each Delivery Hub region. Randomisation was conducted by the Evaluation team using MinimPy software (MinimPy, 2013).

Intervention teachers receive training in the EAL in the Mainstream Classroom programme with support to implement in their Year 10 Science and History classes. The training is delivered through Delivery Centres located in schools especially selected and trained by Challenge Partners for this purpose. These Delivery Centres provide approximately 3 days' training and support in a group setting to mainstream classroom teachers within their local region in a cascade model to allow teachers' to embed new practice with support. The training has a particular focus on academic language.

Control schools receive a financial incentive of £1,500 on completion of all data requirements (ie. after summer 2019) and pupils receive 'teaching as usual'.

Intervention Type

Other

Primary outcome(s)

GCSE Science results for students in Year 10 in September 2017. These GCSEs will be taken at the end of Year 11 (ie. In Summer 2019). Pupils will take either Combined Science or three separate science subject GCSE (Triple Award) Science awards in Summer 2019. These are scored across the range from 1-9 (9 being the highest score). Two scores will be provided for Double Science and three for Triple Science assessments. For the analysis of all questions regarding the

primary outcome, "Science GCSE", we will use the average of the scores provided, i.e. over two scores for those pupils taking Double Science and over three scores for those pupils taking Triple Science.

Key secondary outcome(s)

The secondary outcome measures are the GCSE results for students in Year 10 in September 2017. These GCSEs will be taken at the end of Year 11 (ie. In Summer 2019):

1. GCSE History Score for those pupils who took History GCSE. The test is scored from 9-1-9 (9 being the highest score)
2. The KS4 GCSE English Language Score for all pupils (this being a compulsory subject at the end of KS4). The test is scored from 9-1-9 (as above)

These two outcomes were chosen to assess the potential impact on a second intervention subject (i.e. GCSE History) and in another subject where the intervention was not delivered, but because of the focus on academic language would be expected to have an impact (GCSE English Language)

Completion date

31/03/2020

Eligibility

Key inclusion criteria

Recruited schools were required to:

1. Release at least 1 teacher in each of the two subject specialisms who would be teaching Year 10 GCSE classes containing at least 12 EAL pupils expected to enrol on a GCSE Science programme and, ideally 12 EAL pupils taking a GCSE History programme; and
2. Be located close to Delivery Centres.
3. Not be implementing the programme or intend to acquire the programme until after summer 2019 if allocated to the control condition.
4. Sign a Memorandum of Understanding, an Addendum (after the introduction GDPR regulations) and a Data Sharing Agreement with the University of York.

Year 10 pupils within Science and History GCSE classes taught by consenting teachers were eligible to participate.

Participant type(s)

Other

Healthy volunteers allowed

No

Age group

Child

Sex

All

Total final enrolment

1581

Key exclusion criteria

The trial excluded schools who could not provide the requisite number of Year 10 EAL pupils (14 Science and 8 History) taught by teachers who could attend the EAL in the Mainstream Classroom training programme if randomised to the Intervention Group.

Pupils who were not in the English education system at the end of Key Stage 2 (KS2) were considered ineligible. This is because KS2 SaTs results form the baseline data.

Date of first enrolment

01/06/2017

Date of final enrolment

01/11/2017

Locations**Countries of recruitment**

United Kingdom

England

Study participating centre

Department of Education

University of York

York

United Kingdom

YO10 5DD

Sponsor information**Organisation**

Education Endowment Foundation (UK)

ROR

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

Funder(s)**Funder type**

Charity

Funder Name

Education Endowment Foundation

Alternative Name(s)

EducEndowFoundn, The Education Endowment Foundation (EEF), Education Endowment Foundation | London, EEF

Funding Body Type

Private sector organisation

Funding Body Subtype

Trusts, charities, foundations (both public and private)

Location

United Kingdom

Funder Name

Unbound Philanthropy

Funder Name

The Bell Foundation

Results and Publications

Individual participant data (IPD) sharing plan

At the end of the study the data will be uploaded to the Education Endowment Foundation data archive (maintained by FFT), with the aim to eventually make it publicly available in an anonymised form for further research for the benefit of the wider education and research communities. The data deposited will be obtained from the National Pupil Database (NPD) and linked with data we have collected from schools. Participants were made aware of this data linkage, obtaining of pupil-level data from the NPD and it being deposited in the data archive for future access by other researchers at the point of consent.

IPD sharing plan summary

Stored in repository

Study outputs

Output type	Details	Date created	Date added	Peer reviewed?	Patient-facing?
Protocol (other)	version 1	10/05/2017	21/11/2022	No	No
Protocol (other)	version 2	16/03/2018	21/11/2022	No	No
Protocol (other)	version 3	24/04/2019	21/11/2022	No	No
Statistical Analysis Plan	version 1.0	07/05/2019	21/11/2022	No	No