

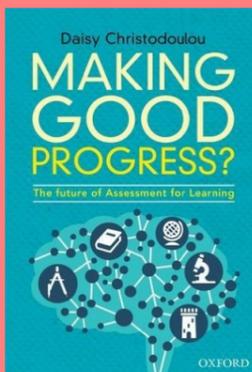


Book Review

In her role as head of Assessment for Ark Schools, Daisy Christodoulou has worked and spoken on assessment reform and readiness for new national exams extensively. Her new book 'Making Good Progress? The future of Assessment for Learning' brings together research and experience, providing an accessible overview of the subject for educators at all levels.

A forward from Dylan Wiliam, emeritus professor of educational assessment at the Institute of Education, provides an overview of assessment in the UK over the last 30 years and Christodoulou explores why Assessment for Learning failed to transform our schools, looking in detail at two methods of skill acquisition, generic-skill and deliberate-practice, through cognitive science research, setting out the implications of each for AfL.

She looks at the way we should use summative and formative assessment to make valid inferences and writes in detail about descriptor-based assessment and exam-based assessment before looking at how formative and summative assessments can be improved and finally putting forward a



system of integrating both types of assessment.

Christodoulou looks at how in order to avoid making the same mistakes made by national curriculum levels and the APP scheme in 'Life After Levels' we need to understand how pupils make progress in different subjects and recognise that 'we cannot rely on just one assessment or one style of assessment for all the assessment information we need' but that there does need to be a link between our formative and summative assessments.

Christodoulou concludes that for the integrated assessment system she proposes to happen it would require a level of organisational collaboration that is unlikely in the short term but that in the long term it could solve many of the problems we face.

Tried and Tested



essential to them, their families, communities and society as a whole.

HMRC also have a free teacher's pack which includes lesson plans and exercises on the TES website.

As part of their 'Tax Facts' series of YouTube videos HM Revenue and Customs have published 'Junior Tax Facts', A simple introduction to tax for 8 to 11 year olds.

The six minute video explains why we need to pay tax and how taxes provide the money needed to pay for the things that are



Video available here: <https://goo.gl/iqeOV1>

INSIDE

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From the Institute of Education Sciences

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'Making Good Progress?' by Daisy Christodoulou



Westbury School Learning and Development Bulletin



Relay

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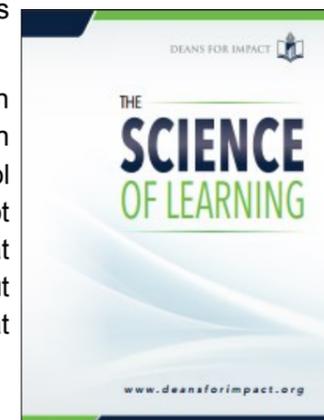
The Science of Learning

Published in 2015 by Deans For Impact, an American non-profit organisation representing leaders in education, **The Science of Learning** is a document that identifies six key questions about learning that are relevant to every educator.

The document summarises existing research from cognitive science and sets out practical implications for teaching and learning. Whilst there is a focus on relevance for new teachers, the intention is that these are ideas that every teacher should be able to connect to their practical work in the classroom

The response to each question is limited to one page, making it an easy to digest document, with a list of cognitive principles and their practical implications for the classroom. Full citations are also provided.

The document was developed in collaboration with cognitive scientist Dan Willingham and former middle-school science teacher Paul Bruno and is not intended to encompass everything that teachers should know and use but sets out what the authors see as the core of what every teacher should know about learning.



www.deansforimpact.org

Six Key Questions About Learning

- How do students understand new ideas?
- How do students learn and retain new information?
- How do students solve problems?
- How does learning transfer to new situations inside or outside of the classroom?
- What motivates students to learn?
- What are common misconceptions about how students think and learn?

<https://ies.ed.gov/ncee/wwc/FWW>

practices, and policies. They review research and summarise the findings of studies that meet their standards in order to answer the question 'What works in education?' helping inform decisions and to improve outcomes in the classroom.

The WWC reviews evidence against their set of standards and categorises studies as either; Meets without reservations, Meets with reservation or Does not meet WWC standards. Things taken into consideration are whether groups have been randomly assigned, sample attrition, confounding factors and concerns with outcomes.

The WWC produces their information in a variety of easy-to-use ways including:

Intervention Reports - The WWC produces summaries of findings of the highest-quality research on a program, practice, or policy in education, based on a comprehensive search of the literature. The WWC define the scope of their review, developing a protocol for defining eligible features to include, they then use this to systematically search all publicly available studies of the intervention. Each study is reviewed against WWC standards and the findings from eligible studies are combined to assess the overall effectiveness of the intervention which is then summarised in an intervention report and published online.

Single Study Reviews - The WWC website enables users to search for individual studies that have been reviewed by the WWC. Users can refine search criteria and connect to more information, including whether the study has been included in a WWC publication that summarizes evidence from more than one study. Information about findings and sample characteristics are displayed in an easy to read pictographic format.

Practice Guides - The WWC has produced twenty-two Educators Practice Guides that summarise the results of WWC reviews, covering topics such as; strategies for improving algebra knowledge, improving reading comprehension and dropout prevention. Key recommendations are provided with an indication of the evidence strength and the full reports are available to download.

Find What Works - The 'Find What Works' feature allows users to filter research summaries by topic and view and compare the evidence behind interventions. Each intervention has a summary of the studies included, an 'evidence snapshot' and a longer intervention report.

The WWC has received criticism for their methods of categorising studies, their requirements for inclusion in review and search procedures. It can be difficult for educators to make evidence-based decisions when there is so much to wade through and time is tight, it is important to maintain critical eye but a good source of easy to read information is valuable. There are obvious similarities with the WWC and the work of the Education Endowment Foundation in the UK and both provide a good starting point for educators to engage with evidence.

The What Works Clearinghouse (WWC) was established in 2002 by the Institute of Education Sciences within the US Department of Education as a source of scientific evidence on education programs, products,



Edu-Blog Spotlight

Pedro De Bruyckere is an educational scientist at Arteveldehogeschool in Ghent, Belgium. He has co-written several books on youth and education in Dutch and English and has spoken at many international events on education. He blogs at theeconomyofmeaning.com and tweets as [@thebandb](https://twitter.com/thebandb).

Pedro recently asked 'Why do we accept so many insults in education?' noticing a pattern in the way speakers (often from outside education), either at a face-to-face event or through widely-shared videos, insult the entire audience by referring to them as 'sheep, obsolete, redundant'.



He reflects that this may be partly down to a 'self-critical spirit' amongst teachers or be down to how teachers feel about the way things are changing in the education system. Whilst it can be a good thing for outsiders to express their opinion, the frequency with which these things (some completely wrong) are shared has a negative impact on teachers.

Pedro says he would like to see more teachers and principals sharing what they are doing. Responding to the 'gurus' and 'techno freaks' and telling them that they don't know what they are talking about, offering them the opportunity to come into their schools and witness what is really going on for themselves.

He says there are 'many wonderful things happening in education, enough to be proud of' and whilst we shouldn't be complacent, there are many things that can be improved, Pedro thinks that 'with a little more pride and self-awareness, we would perhaps be able to ensure that more people choose to become a teacher.'

Problems like recruitment will not be solved by teachers themselves, but in the week of the Global Teacher Prize Pedro would like us to take this opportunity to not only celebrate the achievements of a few in education but 'let us all show that the winner is no exception.'

Full post with comments at: <https://goo.gl/mjyf4g>

You've been asked for some information or a pupil report for a meeting, but what do all those letters mean?

Decoding the Diary Sheet

FAP

Every local authority is required to have a Fair Access Protocol (FAP) in place to ensure that children without a school place (particularly the most vulnerable) are found and offered one quickly. This is to ensure that children spend as little time as possible out of school.

The protocol is agreed by the majority of schools in a local authority, including academies, and schools are expected to work collaboratively, taking into account the needs of the child and the school.

There is no duty to comply with parental preference but it is expected that this will be taken into account. The protocols should not be used as a means to circumvent the normal in-year admissions process.