

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 3



1. In Pictures: Perfect Practice Makes Perfect



2. To ponder...

'We learn by asking questions. We learn better by asking better questions. We learn more by having opportunities to ask more questions.' Morgan and Saxton (1991)

3. Teaching Strategies: Success

Ensuring a high pupil success rate is a powerful way to foster pupil behaviour and learning (Rosenshine, 2012). How you communicate expectations of pupil success can influence what they do and achieve. For example, if you inadvertently communicates low expectations of success, pupils can start to think that they can't do it (Tsiplakides & Keramida, 2010) and reduce the amount of effort they put in (Gutman & Schoon, 2013). Conversely, pupils' prior experiences of success at a specific, appropriately challenging, task makes it more likely they will be motivated to persist at similar tasks in the future; this also makes it more likely they will be successful at such tasks (Gutman & Schoon, 2013). We must balance challenge with high success rate (Rosenshine, 2012)

4. Did You Know?

T & L - The Evidence [EEF]: Repeating a Year

Negative effects are rare for educational interventions, so the extent to which pupils who repeat a year go backwards is striking; both the cost and the supporting degree of evidence is high.

Repeating a year is relatively common in the USA where the No Child Left Behind Act (2002) recommended that students be required to demonstrate a set standard of achievement before progressing to the next grade level. Students can also be required to repeat a year in some European countries including Spain, France and Germany. In Finland, pupils can repeat a year in exceptional circumstances, but this decision is made collectively by **teachers, parents and the student** rather than on the basis of end of year testing. In England, repeating a year is currently very uncommon - schools cannot require that students repeat a year without parental consent.

Evidence suggests that in the majority of cases repeating a year is harmful to a student's chances of academic success. In addition, studies consistently show greater negative effects for students from disadvantaged backgrounds and students from ethnic minorities who repeat a year, suggesting that the practice of repeating a year is likely to increase educational inequality.

Cost	Evidence Base	Months Gained
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-4



Thoughts about Teaching and Learning...

Let us know so we can share!