



Research Newsletter

Southwark Teaching School Alliance

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Well-being - yours and theirs

What's new?

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This term's research theme is well-being. Click [here](#) to find a range of research literature and research-informed resources to support the development of well-being in pupils and teachers, and to help you understand the link between pupil/staff well-being and learning outcomes.

WHATS NEW?

Preparing for Literacy

The Educational Endowment Agency (EEF) has published a new report into ways early years settings can support children in developing the foundations they need to read and write well. The report offers seven clear and actionable recommendations to support early years practitioners to improve their pupils' communication, language and early literacy skills. The report can be found [here](#).

Grammar schools

A new piece of research has been completed in to the scarcity of pupils from low and middle income families attending grammar schools. The report can be found [here](#).

Improving outcomes for disadvantaged learners

Rosendale Research School have published a report into aspects needing to be considered when tackling educational disadvantage. Included are case studies from a range of schools in differing settings. The report can be found [here](#).

Meta-cognition and Self-regulated Learning

This guidance draws on a review of the evidence about self-regulated learning and meta-cognition led by Professor Daniel Muijs and Dr Christian Bokhove (University of Southampton). It makes 7 recommendations for how best to support meta-cognition in schools. The guidance can be found [here](#).

Closing the Vocabulary Gap

This book focuses on equipping learners with a broad enough vocabulary to access all areas of their learning. There are lots of useful tips and model to follow to improve the retention of vocabulary. More information and an interview with the author can be found [here](#).

Improving Mathematics in KS2

This is an extensive document reviewing evidence that informed the EEF's 'Improving Mathematics in Key Stages Two and Three (EEF 2017)'. The executive summary, starting on page 7, offers a brief overview of the research conclusions and covers a wide range of areas from collaborative learning, mastery learning and the use of manipulative. Section 3, starting at page 16, offers an overview of how children typically develop maths competency. The document can be found [here](#).

The Importance of Professional Judgement

"It is teachers who, in the end, will change the world of school by understanding it"
Lawrence Stenhouse. This article encourages us to take part in our own practitioner research inquiries in order to reflect on the effectiveness of how we are implementing research, approaches and strategies. It uses Steve Higgins' (2013) Bananarama Effect as a basis for this -it ain't what we do, it's the way that we do it. Ultimately the article encourages us to be reflective practitioners and to think about how we use research studies to develop our practice. The article can be found [here](#).

ANNOUNCEMENTS

The DfE has announced a £1 million pilot project for improved mental health support for children in care. Up to 10 pilots across the country will trial new quality mental health assessments, that ensure young people are assessed at the right time, with a focus on their individual needs as they enter care.

Extra support for schools with pupils working below the national curriculum to help all children reach their potential has been announced by the DfE. For more information click [here](#).

Great Expectations - David Bartram OBE will be speaking at Rosendale Research School on 9 October about his work and new book Great Expectations: Leading an Effective SEND Strategy in School. Book your place a [here](#).

Research ED have just launched their new magazine. The first issue looks at inquiry - based learning as well as rethinking some long held educational myths. For more information click [here](#).

PROJECTS RECRUITING

Realistic Maths

Education

This programme will train Key Stage 3 maths teachers to teach mathematical problem solving using an approach called Realistic Maths Education (RME). RME was developed in the Netherlands, where it is used by 80% of schools. In RME, teachers introduce maths using contexts that are familiar

EAL in the mainstream classroom

This programme aims to support EAL pupils in the mainstream classroom. It is designed to build expertise and capacity among classroom teachers so they can provide the best teaching and learning for EAL pupils, so reducing the need for specialist support. Classroom teachers will be provided with training in how to plan lessons with EAL pupils in mind, develop specific resources, and differentiate between pupils with different language skills. For more information click [here](#).

Nuffield Early Language Intervention

The Nuffield Early Language Intervention is designed to improve the spoken language skills of children in the first year of primary school. Targeted at children with relatively poor spoken language skills, it is delivered to groups of two to four children, three times a week, alongside some

Young Journalist Academy

The project aims to develop Year 5 pupils' writing by involving them in journalism. The project begins by setting up a 'newsroom' and pupils are invited to apply for roles through a written application and a formal interview. Up to 15 pupils are selected to take on editorial roles, but all pupils are involved in writing newspaper articles, radio production and video journalism. Pupils are involved at every stage of the process. Throughout the year there is an emphasis on publishing content, which provides an authentic purpose and audience for writing and can encourage pupils to share, revise and edit their work. For more information click [here](#).

individual sessions.

Trained Teaching

Assistants (TAs) run the programme, which lasts for 20 weeks during their first year of school

(Reception). Sessions

focus on listening,

narrative and vocabulary

skills. For more

information click [here](#).

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