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Research Schools Network newsletter, issue 5

1 message

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Research Schools Network Newsletter

Issue #5

April 2017

WELCOME

Welcome to our fifth edition of the Huntington Research School newsletter. It is jam-packed with interesting new research, interviews, blogs on topics like memory, alongside some calls for innovation grants. Take a look and do feel free to contact the Research School team.

HAPPY EASTER from the Research School team!

IN THIS ISSUE

[Latest news](#)

[Evidence](#)

[Events and training](#)

LATEST NEWS



Apply for an innovation evaluation grant

We are now accepting applications for the second round of Innovation Evaluation grants from schools that are involved with the Research Schools Network. The deadline for applications is **17:00 on 1st May 2017**.

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New EEF funding round

The EEF have opened a new funding round for grant applications for projects aiming to improve attainment and related outcomes for 3–18 year-olds. The deadline to apply is 17 June. Full details of how to apply, including guidance notes for applicants, are available on the EEF website.



Research School Regional Conference - Find Out More and Get Your Tickets

We are delighted to confirm that, together with TeachNorthLincs, we are hosting an exciting Research School Y&H regional conference in Scunthorpe. Our speakers include Sir Kevan Collins, CEO for the Education Endowment Foundation, Professor Joni Holmes, John Tomsett, Professor Kate Cain, Alex Quigley, James Siddle, and more.

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Research Schools Network set to expand

Our Research Schools Network is set to expand in September, with a second cohort of schools joining our five current Research Schools. We are now in the final stages of appointing the successful schools from the last application round which closed in December, and will be naming the six new Research Schools shortly. Look out for the announcement [on our website](#) in the next couple of weeks.

EVIDENCE



Memory for Learning...And Remembering Rap Lyrics

What teachers can learn from one student's ability to remember a record breaking rap track

Luke is a Year 11 student who, with little more than the prompt of a kick drum and snare, can remember all 1,560 words of Eminem's record breaking 2013 track 'Rap God'. Quite a feat. But perhaps even more impressive is that he can recite every lyric in 6 mins and 4 seconds at an average of 4.28 words a second.

Is this down to Luke's Learning Style? Evidence would suggest not. What is of interest however, particularly to those of us preparing students for the new content-heavy 1-9 GCSEs, is what this might reveal about memory.

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New reports: findings from latest EEF-funded projects published

The Education Endowment Foundation (EEF) has published findings from three pilot projects designed to find out if innovative approaches to teaching and learning can be delivered in schools in a practical way.

Spaced Learning, developed by the Hallam Teaching School Alliance and run by Notre Dame High School, builds on evidence from neuroscience and psychology that suggests information is more easily learnt and recalled when it's repeated multiple times and separated by periods of unrelated activity. [READ MORE](#)

Evidence for the Frontline, an online platform designed to help bridge the divide between education research and classroom practice, is based at Sandringham School in Hertfordshire, with input from the Institute for Effective Education and the Coalition for Evidence-Based Education. [READ MORE](#)

IRIS Connect, developed by IRIS Connect in collaboration with Whole Education, is a programme using a technology package which allows teachers' lessons to be filmed using cameras and microphones in the classroom, and an online platform for sharing recorded lessons between schools. [READ MORE](#)

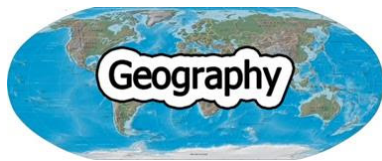


An Interview with the Expert...On Reading Comprehension

Professor Kate Cain is Head of the Psychology department at Lancaster University. She is a renowned expert on reading comprehension, which is obviously such a crucial issue to understand for teachers of students in all phases. Her book, 'Reading Development and Difficulties' is available to purchase.

You can read a full interview with Professor Cain by clicking on the following link.

[READ MORE](#)



The New GCSEs: Bigger and Harder

When we reach the end of this academic year I will have been a teacher of Geography for twenty years and a Subject Leader for 14 years. In those twenty years I have seen three overhauls of the GCSE curriculum, taught a range of different exam board specifications, from WJEC, OCR B, to Edexcel A and B, and AQA, and I have attempted countless different teaching and learning strategies to try to deliver the best possible student outcomes. This latest tectonic curriculum shift has proved the biggest and most challenging yet.

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QUESTIONS	
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Rethinking the use of tests

Olusola O Adesope and colleagues conducted a meta-analysis to summarise the learning benefits of taking a practice test versus other forms of non-testing learning conditions, such as re-studying, practice, filler activities, or no presentation of the material.

Analysis of 272 independent effect sizes from 188 separate experiments demonstrated that the use of practice tests is associated with a moderate, statistically significant weighted mean effect size compared to re-studying (+0.51) and a much larger weighted mean effect size (+0.93) when compared to filler or no activities.

In addition, the format, number and frequency of practice tests make a difference for the learning benefits on a final test. Practice tests with a multiple-choice option have a larger weighted mean effect size (+0.70) than short-answer tests (+0.48). A single practice test prior to the final test is more effective than when pupils take several practice tests. However, the timing should be carefully considered. A gap of less than a day between the practice and final tests showed a smaller weighted

effect size than when there is a gap of one to six days (+0.56 and +0.82, respectively).

The report is published in [Review of Educational Research](#), and you can read more about the subject on the [Learning Scientist blog](#).



Blog: What does the research say about sleep?

Twitter is a great leveller. It gives anyone the opportunity to comment on anything. And so, this week, The Honourable Kirstie Allsopp gave her views on children and sleep. But what does the research say?

[READ MORE](#)

EVENTS AND TRAINING



Huntington Research School Training in Full Swing

We have been delighted that over the last fortnight we have had around sixty delegates attend our two new leadership programmes, '**Leading Learning**', for leaders of CPD, and '**Leading TAs for Maximum Impact**', for those leading on the deployment of TAs in our schools. It is a core part of our work to develop sustaining programmes of evidence-based training and we are delighted to see the programmes begin and staff engage so willingly.

RESEARCH SCHOOLS NETWORK

The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to create a network of schools that will support the use of evidence to improve teaching practice.

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