



Liz Tuddenham <liz.tuddenham@mfschool.net>

Research Schools Network newsletter, issue 2

1 message

Huntington Research School <info@researchschool.org.uk>

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Reply-To: info@researchschool.org.uk

To: "liz.tuddenham@mfschool.net" <liz.tuddenham@mfschool.net>



Research Schools Network Newsletter

Issue #2

December 2016

WELCOME

A big welcome to the second **Huntington Research School** newsletter. We hope you enjoy our take on new research studies and evidence-based practice in the classroom.

Contact us to find out more at:

huntresearchsch@gmail.com or [@huntresearchsch](https://twitter.com/huntresearchsch).

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LATEST NEWS



CALL FOR APPLICATIONS FOR GRANTS FOR INNOVATION EVALUATION

We are now accepting applications for grants for innovation evaluation projects from schools that are involved with the Research Schools Network. There will be two rounds of awards in the first year – one awarded in February 2017 and one in June 2017.

The deadline for applications is 17:00 on 31 January 2017 for Round 1 or 1 May 2017 for Round 2.

[READ MORE](#)



APPLY TO BECOME A RESEARCH SCHOOL

The EEF and the IEE are now looking to appoint a further six Research Schools to begin work in September 2017.

To be a Research School, you will need to have the capacity and reach to deliver the three strands of activity to up to 200 schools in your region. We also expect you to have experience of supporting other schools and teachers through the delivery of training. High-quality external evidence should underpin this training.

[READ MORE](#)



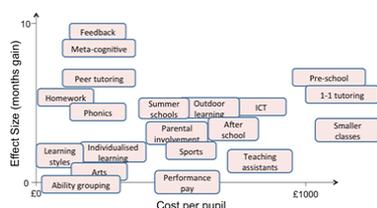
SPELLING STORM ATTENDS GCSE WRITING RESEARCH

Cambridge Assessment have released their new report on 'Aspects of Writing' that charts the developing writing skills of GCSE students. This new report has sparked a flurry of tabloid headlines, but we need to dig a little deeper. You can read more about the research (and read our response later on in the newsletter) in the following link.

[READ MORE](#)

EVIDENCE

Evidenced Based Interventions



METACOGNITION... META - WHAT?

If you look near the top of the graph that distills the EEF Toolkit, you will find that metacognition sits proudly high amongst the approaches that have the most positive impact on learning.

Not only that, it is a cheap approach to applying evidence to enhance the learning of our students. But there is one small problem: how do you get the theory of metacognition into action?

[READ MORE](#)



WE NEED TO TALK ABOUT SPELLING

Cambridge Assessment released their **'Aspects of Writing'** study on Wednesday to much interest. The full title of the research is the less tabloid-friendly **'Variations in aspects of writing in 16+ English Examinations between 1980 to 2014'**, but still, the headlines came thick and fast. The Daily Mail gave us: *'Sign off the times: GCSE pupils make more spelling mistakes than their parents' generation and often cannot spell 'too', 'of' and 'said'.* Whereas The Times furnished us with: *'Oh my word: GCSE pupils can't spell 'off''.*

[READ MORE](#)

ONLINE MATHS HOMEWORK INCREASES STUDENT ACHIEVEMENT

A study published in the journal AERA Open has found that a web-based mathematics homework intervention called ASSISTments made a positive impact on students' maths achievement at the end of the school year.

Jeremy Roschelle and colleagues conducted a randomised controlled trial with 2,850 Grade 7 (Year 8) maths students across 43 schools in the US state of Maine, which since 2002 has provided every student in Grade 7 with a laptop. Schools in the intervention and control groups were matched in terms of demographics and socioeconomic status.

The ASSISTments intervention provided students with immediate personalised feedback as they worked on their homework, and when students struggled they were given the opportunity to work on supplementary problems sets. The intervention also enabled formative assessment practices for teachers, such as adapting their discussions of homework to fit students' needs.

In schools where students and their teachers used the intervention, students achieved higher standardised maths test scores (effect size = + 0.18) compared with students in the control schools. Students with low prior maths achievement, in particular, benefited the most.

[READ THE REPORT](#)

PARENTAL ENGAGEMENT: A TOUGH NUT TO CRACK



Schools across the land strive to have good relations with the parents of their students. We all know that the triumvirate of teachers, students and parents all working together in collaboration proves our ideal scenario. Still, it is really, really hard. Research evidence has, however, given us some useful indicators on how to better foster parental engagement...

[READ MORE](#)

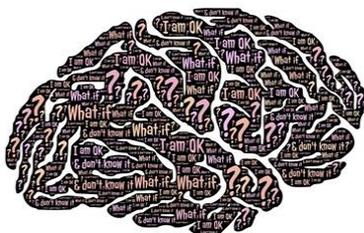
BETTER PARENTING FOR SCHOOL READINESS – THERE’S AN APP FOR THAT

A randomised controlled trial carried out by the University of Oxford’s Department of Education and published by the Sutton Trust tested EasyPeasy, a smartphone app for the parents and carers of two to six year old children. EasyPeasy aims to improve school readiness by encouraging positive play and interaction with young children.

The trial, which lasted 18 weeks, was carried out in eight children’s centres in Bournemouth with 144 families taking part. Games were sent directly to parents’ mobiles via an app once a week along with tailored prompts, encouragement, reminders, and information on child development.

The study reported significant findings for two out of seven outcome measures. Parents who took part in the intervention reported improvements in their children’s persistence and concentration (cognitive self-regulation). Parental consistency with discipline and boundaries also increased in the intervention group with parents feeling more comfortable setting limits for behaviour and following through on expectations. Both showed positive effect sizes; 0.51 and 0.44 respectively.

[READ THE REPORT](#)



MIND YOUR LANGUAGE: DEVELOPMENTAL LANGUAGE DISORDER

Sometimes a study is published that makes you stop and think. Often it is a study that is subtle in its message and yet could have profound implications. I recently read one such study by Dr Susan Ebbels and her team at Moor House Schools and College HERE.

[READ MORE](#)

EVENTS AND TRAINING



SECURING EFFECTIVE TEACHING FOR ALL

The Teacher Development Trust are hosting an event at Durham University, featuring David Weston and Professor Rob Coe, on the 31st of January. The event presents expert views on the new DfE Teachers' Professional Standard. To find out more about how to attend, read on...

[READ MORE](#)



UPCOMING TRAINING

We are delighted to be working with North Lincolnshire Council in delivering a **Research-lead training programme**, beginning in January. If you are a school in the region and you want to find out more, get in touch.

In the coming weeks we are going to announce our **'Leading Learning'** programme of training. It will help CPD leads, school Research-leads middle leaders, and more, to support schools, TSAs and MATs to embed evidence-based practice into their teacher training programmes and into the heart of our classrooms.

Our **'Leading TAs for Maximum Impact'** has had to be rescheduled to begin in March, but we are delighted to have schools already signed up. If you want to know more get in touch. We will share all the specific details imminently.

Contact us at huntresearchsch@gmail.com.

You can contact Alex Quigley directly about training opportunities or funding inquiries at aj.quigley@huntington-ed.org.uk.

RESEARCH SCHOOLS NETWORK

The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute

CONTACT US

Email:
huntresearchsch@gmail.com

for Effective Education (IEE) to create a network of schools that will support the use of evidence to improve teaching practice.

Twitter:

[@HuntResearchSch](https://twitter.com/HuntResearchSch)

Huntington Secondary
Huntington Road
York
YO32 9WT

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