

Cornwall Associate Research School – Summer update

Cornwall Associate Research School (CARS) is proudly part of the EEF's Research School Network. We work very closely with our partners at Kingsbridge Research School in Devon. You can find out more about the work of the Research School Network below:

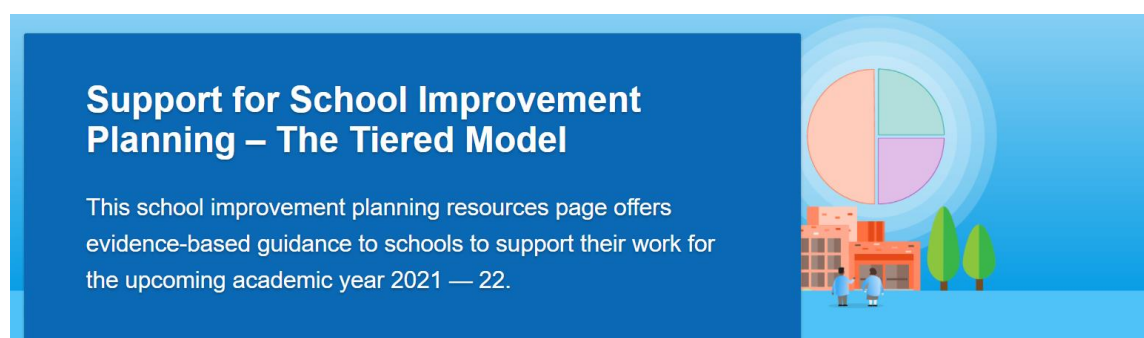
<https://researchschool.org.uk/about>

Here are five things we would like all Cornish schools to know about:

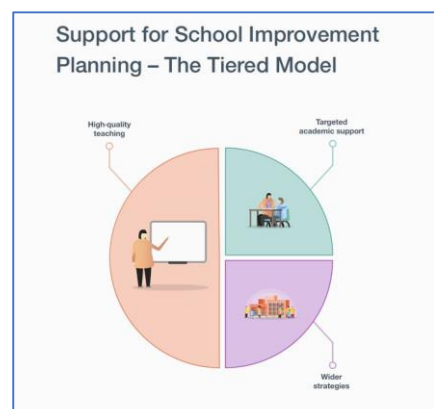
1. School Improvement Planning resources

Have you seen this superb suite of school improvement planning resources and tools? It builds on the 3-tier approach which first appeared in the EEF's Pupil Premium guidance.

<https://educationendowmentfoundation.org.uk/the-tiered-model/>



TIP- Scroll down the Homepage and click on the different segments shown in the diagram below to access a treasure trove of fantastic resources designed to help you plan for 2021-22 and beyond.



CARS will be running a one-hour webinar during the second half of summer term to help familiarise colleagues with this suite of school improvement planning resources.

Thursday 24th June 4.00 to 5.00 pm, or

Thursday 1st July 4.00 to 5.00 pm

Contact Andy for a Zoom invite (stating preference of date) anbrumby@hotmail.co.uk



2. Evidence Leaders in Education

Cornwall Associate Research School is building capacity by seeking to recruit two new Evidence Leads in Education (ELEs). One ELE will support our work in relation to making best use of teaching assistants; the other will support our work in relation to Learning Behaviours and SEN in mainstream schools. If you are interested in becoming an ELE in Cornwall you can find out more about the posts by clicking on the link below:

<https://researchschool.org.uk/kingsbridge/news/cornwall-associate-research-school-now-recruiting>

3. Metacognition and liminality

Here is a really interesting new blog from Cornwall Associate Research School's John Rodgers. Drawing on his experiences as a secondary science teacher, John digs down into metacognition and self-regulation and explores what happens when learners are in a suspended state of partial understanding, or 'stuck place', in which understanding approximates to a kind of 'mimicry' or lack of authenticity.

<https://researchschool.org.uk/kingsbridge/news/metacognition-and-liminality>

4. Diagnostic assessment

Assessment serves many different purposes. A good starting point is to think about the differences between proving and improving - the assessment made by your driving instructor half-way through your second lesson is very different in nature and purpose to the driving test you take at the end of your course of lessons... and either pass or fail! Diagnostic assessment is essentially formative and happens *during* the learning process as opposed to summative assessment (exams) which occur at the end. The EEF has recently produced some updated guidance on diagnostic assessment which sits at the heart of its suite of resources to support quality first teaching. There are some great examples of diagnostic assessment - such as the use of hinge questions - shown at the link below:

https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf



5. COMING SOON! Top of the Toolkit! Feedback Guidance Report is imminent!

Feedback

High impact for very low cost, based on moderate evidence.

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Very much linked to diagnostic assessment, the long awaited and much anticipated Feedback Guidance Report is now close to being released. Watch out on social media in the coming weeks for news of its release:

@EducEndowFoundn

@RSNCornwall

All the best for now,

Andy and **John**

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Directors of Cornwall Associate Research School, part of the EEF Research School Network (EEF)
