**DGAT ACTION RESEARCH: 2019 20**

LETTER 6

Dear All

Really enjoyed seeing you all. Enjoyed the back and forth. Big thank you to Ruth and Claire for a fine spread. Think we’re well on track- even if some might not feel it yet- I know it. Please see below areas of research pencilled in. Find attached the Evaluation Schedule- record everything on this from now on and this is what we will publish.

Dates agreed for visits thus far:

Wed 13th Nov—Hardwicke

Fri 15th Nov—

Wed 20th Nov—St Laurence

Wed 27th Nov- Whiteshill

Fri 29th Nov- N Cerney

Wed 1st Dec- Dursley

Fri 6th Dec- Bibury

(Spring- Winchcombe, FCI, Longney)

By the by- anyone noted Sherrington coming to SAS Conference soon!

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| **Reminder: dates of twilights:**Meeting 4: Wednesday 22nd January: Field Court Infant Academy**Core books:**David Didau’s – ‘**What Every Teacher Needs to Know About Psychology’**And now adding-Tom Sherrington **- Rosenshine's Principles in Action** – **Worthwhile blogs:**teacherhead | Zest for Learning… into the rainforest of teaching and school leadership --**https://teacherhead.com** [David Didau: The Learning Spy | Brain food for the thinking teacher](http://www.learningspy.co.uk/)--**www.learningspy.co.uk/**Alfie Cohen-- https://www.alfiekohn.org/blog**Action research areas pencilled in** 1. St Laurence- low stakes testing (ref knowl organisers)
2. Minchinhampton- Vocabulary using retrieval methods
3. Dursley- Multiple choice (or Hinge questions)
4. FCI- Continuous Provision
5. Bibury- Retrieval practice – effect of context
6. Hardicke- Vocabulary using retrieval methods- using images

 **Ideas list of other possible action research topics for 2019:**1. Using narratives to structure learning
2. Combining words and images when instructing
3. Austin’s Butterfly- Ron Berger

**Articles sent thus far:****Memory & retrieval:*** Cognitive Load Theory- chapter summaries
* Cognitive Load theory- research that teachers really need to understand- NSW
* Making things Hard on Yourself but in a good way- Creating desirable difficulties in learning- Bjork & Bjork
* Optimising learning using retrieval practice-- Megan A Sumeracki and Yana Weinstein
* Retrieval practice in use: multiple-choice testing in the primary classroom

Stuart j garner**Principles of Instruction*** Strengthening the student toolbox- by John Dunlowsky
* Organising instruction and study to improve students learning- IES
* Putting students on the path to learning- Richard Clark
* Principles of Instruction- Rosenshine
* What works in classroom instruction—Robert Marzano
* Exploring Barak Rosenshine’s seminal Principles of Instruction: Why it is THE must-read for all teachers- Tom Sherrington

**Action Research Process*** Evaluation: what why how—Coe 2017
* Evidence into Practice: The Importance Of Professional Judgement
* Five Challenges Moving Towards Evidence Informed Practice-- Louise Stoll 2017
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**Articles sent – relevant to our discussion--w**ill research CP

Designing Great Hinge Questions (Multi-choice- D Wiliam)

Improving Pupil Feedback with Public Critique (Austin Butterfly)

Why Vocabulary Instruction Matters- Moore (- vocab)

Choosing Words to Teach- Beck (vocab)

Effective Vocab Instruction- Sedita (vocab)

**Attachment:**

-Evaluation schedule