

How Very Effective Primary Schools Work

[#effective primary schools](#) [#primary school success](#) [#educational best practices](#) [#school improvement methods](#) [#elementary education effectiveness](#)

Explore the foundational principles and practical strategies that define truly effective primary schools. This resource examines how these institutions successfully foster academic achievement, promote student well-being, and implement best practices in teaching and leadership to ensure a thriving learning environment for every child.

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Success Against The Odds

Success Against the Odds is an exciting book about effective schools in disadvantaged areas, written for a wide audience. The findings will be invaluable to headteachers, teachers, governors in all schools, and will also be of great interest to parents and indeed all those who are concerned about the future of our schools and our children. The best-selling report of the National Commission on Education, Learning to Succeed, published in 1993, achieved widespread attention, acclaim and influence. Success Against the Odds will do the same. This powerful new book picks up one of the key themes of its predecessor, namely how schools in disadvantaged areas can not only be particularly effective but can continue to improve. A dozen teams have undertaken to investigate a school which can be described as 'succeeding against the odds'. Each team includes: * a leading educationalist, providing knowledge about effective teaching and learning and expertise in school improvement; * someone from the business world, offering a fresh insight into the successful management of the school as an organisation, and its interaction with the world of work; * someone working in the regeneration of deprived areas, providing a perspective that places education not in isolation, but as an interdependent part of the life of a local community. The teams have visited a range of successful schools in disadvantaged areas to identify and analyse the key features of their effectiveness, or of their

improvement. The schools between them cover a broad spectrum: primary, secondary and special; inner city, town and rural; local education authority maintained, voluntary and grant-maintained. What all the schools have in common is proven experience of overcoming difficult circumstances. In the case of each school, in-depth investigations of the life and work of the school have taken place, and the teams have attempted to explain the success of these schools. Some are detailed accounts of the life and work of the school, drawing on the views of pupils, parents and teachers to show what lies behind the consistent effectiveness of the school. Others are stories of schools that were 'turned round' from being failing schools to being schools on a long-term improvement path. In the concluding chapter, the National Commission on Education show that all schools have lessons to learn from these schools.

Creating the Effective Primary School

A key role for primary school leaders is to develop strategies for promoting and ensuring high quality learning. This practical and accessible handbook has been written by an experienced primary leader, and will offer anyone seeking guidance on creating or maintaining a more effective primary school with a valuable and friendly resource. Extensive coverage in this book includes: * using organisation and leadership to create a positive ethos * developing good relationships and creating teams * managing the curriculum and raising pupil achievement * the role of targets and planning in raising achievement * fostering successful teaching and good classroom management and relationships * working with the inspection process * performance management * dealing effectively with stress and time management. Launching the new Kogan Page Primary Essentials series, this book will be welcomed by any primary leader who is seeking to develop their pupil's and their school's strengths and expectations.

Leading Improving Primary Schools

Focuses on leadership for school improvement, looking at how heads and deputies lead, or might lead, their school's improvement efforts. This concise book, with practical illustrations, is relevant to Teacher Training Agency courses for the National Professional Qualification for headteachers, and draws upon the principles and frameworks the TTA has introduced for its headteacher programmes.

EBOOK: Raising Boys' Achievement in Primary Schools

Within the context of empirical research undertaken by the authors during the course of a 4-year research and intervention project on Raising Boys' Achievement, the book will focus on approaches that are successful in raising achievement for boys, and the reasons for that success. It will explore the whole aspect of boys' achievement, and look at how primary schools are addressing the issue, and the processes involved in schools working collaboratively and voluntarily to share good practice. Case study material will be used to illustrate the different contexts in which the strategies have been studied, and of great importance is the incorporation of boys' and girls' own perspectives on their educational experiences.

Building Skills for Effective Primary Teaching

Supporting trainee teachers to understand the complex nature of effective learning and teaching in primary schools. A completely new book covering the key skills of primary teaching including: teaching and learning reflective practice in teaching planning assessment behaviour engagement vulnerable groups professional responsibilities and relationships This book supports and challenges primary trainee teachers and their mentors (both school based and university/SCITT based) by offering a range of approaches, strategies and perspectives to aspects of primary teaching, with learning and pupil progress as the focus. It offers thought provoking activities, case studies and reflection tasks for trainees and mentors and supports trainees working towards their professional development targets. The text also explores less common themes such as question and dialogue, EAL and teacher presence. It helps trainees to understand and develop these skills and begin to use them in their teaching. It then supports them in reflecting on their development of these skills and evaluating their impact on learning.

Organising Learning in the Primary School Classroom

Since the publication of the first edition, Organising Learning in the Primary School Classroom has been recognised as an indispensable guide for primary school teachers in their quest for more effective practice in the classroom. It gives help on everyday problems of classroom organisation: how to group children, how to set out a classroom physically, how to make the most efficient use of time and

resources. Now in its 4th edition, the book retains these strengths but has been brought right up to date with the many changes that are taking place nationally and globally. The book begins with a survey of these recent changes and goes on to consider their implications for teachers if today's schools are to prepare children for what is, to some extent, an unknown future. In addition to chapters on classroom organisation, the book includes chapters on: child development creativity PSHE and citizenship teaching language and literacy, ICT, mathematics and science the foundation subjects working with parents working effectively with Teaching Assistants evaluating and assessing learning teaching children with special educational needs or exceptional ability. Throughout, the aim is to get teachers and student teachers to analyse their own classrooms and to produce solutions that will work for them. This book will be invaluable not only to newly qualified teachers, but also to experienced practitioners wishing to review their work.

Effective Group Work in Primary School Classrooms

This book offers a challenge to traditional approaches to classroom teaching and pedagogy. The SPRinG (Social Pedagogic Research into Groupwork) project, part of a larger research programme on teaching and learning funded by the Economic and Social Research Council (ESRC), was developed to enhance the learning potential of pupils working in classroom groups by actively involving teachers in a programme designed to raise levels of group work during typical classroom learning activities. Internationally, the SPRinG project is the largest evaluation of effective group working methods in comparison to traditional teaching, with findings that show raised levels of pupil achievement and a doubling of sustained, active engagement in learning. The opening chapters present arguments regarding the relationship of social interaction and children's cognitive development and examine theories that explain why social interactional processes should be integrated into primary school pedagogic practices. Next, the book describes the conceptual and methodological basis for the SPRinG studies, especially its focus on the relational approach, the type of involvement of teachers and classroom planning. Further chapters present key results and describe the background and methods used to establish SPRinG-based effects on pupil progress in mathematics, literacy and science, including both macro and micro assessments; how the SPRinG approach affected pupil-pupil interactions and teacher-pupil interactions, as measured by systematic on-the-spot observations and analyses of videotapes of groups working on specially designed tasks work; and effects on pupil self-completed measures of motivation and attitudes to group work. The book also analyses reflections of teachers who have worked with SPRinG: moving from theory to practice as well as adding insights associated with implementing SPRinG principles in schools. Drawing upon developmental psychological, social psychological and classroom research, it develops a new and ambitious social pedagogic approach to classroom learning, with a stress on group work, which will be of interest to researchers, teachers and policy-makers. This book includes contributions from Andrew Tolmie and Ed Baines, who were also involved in the ScotSPRinG and SPRinG projects.

Building Skills for Effective Primary Teaching

This book supports primary trainees to understand the complex nature of effective learning and teaching in primary schools. It explores the key skills required, helping trainees begin use them in their teaching, reflect on their development of these skills (with their mentors) and evaluate their impact on learning. This book supports and challenges primary trainee teachers and their mentors (both school based and university/SCITT based) by offering a range of approaches, strategies and perspectives to aspects of primary teaching. This new edition:

- Includes practical guidance for building resilience
- Explores the latest teaching approaches being trialed in schools
- Supports trainees to work with their in school mentor

Teaching in Effective Primary Schools

Headteachers, teachers, parents, politicians and school governors have long been united in wondering how to produce effective teaching in primary schools - but they could find few reliable answers. This book changes that. Here, some of the UK's leading researchers into effective primary school provision combine qualitative and quantitative research findings to shine a spotlight on teaching in effective primary schools. They reveal the pedagogical strategies that are the hallmark of successful schools and bring these strategies to life through detailed observations of classroom interactions. Reading this book takes you into the classrooms of skillful teachers and describes inspirational teaching. The

book offers accessible, multi-layered evidence for making learning more engaging and motivating for children, through better pedagogical practice.

How Shall We School Our Children?

A team of highly regarded contributors were invited to take a rational look at the future of primary schools, particularly during the first 20 years of the next millennium. They were asked to consider many questions, including: What are the roots of primary education? What is the justification for a radical agenda? How well is the system working and in what ways could it further optimize its effectiveness in the interests of the participants? What is a primary school, and what purpose does it serve, and what ends does it have in view? Are these ends appropriate for the future? This book, then, represents the thinking of key scholars and researchers working in the area of primary education and will be essential reading for those involved with the education of primary-aged children.

The Teachers' Standards in Primary Schools

All trainees must show how they are meeting each standard which can in practice be tricky. This book is designed to make this process more straightforward and clearly links the expectations in the Teachers' Standards with everyday classroom practice.

Science in Primary Schools: Examining the Practices of Effective Teachers

If the status and quality of science education in schools is to improve, efforts need to be made to better understand the classroom practices of effective science teachers. Teachers are key players in a re-imagining of science education. This book explores how two primary school teachers, identified as effective practitioners, approached science teaching and learning over a unit of work. In recording the teaching and learning experiences in their classrooms, the author highlights how the two teachers adopted different approaches, drawing on their particular beliefs and knowledge, to support student learning in science in ways that were appropriate to their contexts as well as reflected their different experiences, strengths and backgrounds. Through sharing their stories, this book illustrates, that due to the complex nature of teaching and learning, there is no one way of defining effectiveness. In documenting this research, it is hoped that other teachers and teacher educators will be inspired to think about primary school science education in innovative ways.

Promoting Effective Group Work in the Primary Classroom

Packed with valuable strategies for teachers and fun activities for children, this book is a must for any school wishing to make group work a more effective and successful way of learning. Teachers who have become more confident with the approaches developed for this book find that their classes are better behaved, children spend more time on task and they become less dependent on the teacher. The book shows teachers how to create an inclusive and supportive classroom by developing the social, communicative and group working skills of all pupils. Tried-and-tested, step-by-step approaches encourage both children and their teachers to develop supportive relationships that have been found to facilitate academic performance, positive social behaviour and motivation. Strategies for setting up and running effective group work are a key feature of the book.

The Teachers' Standards in Primary Schools

Every primary school teacher needs to ensure that they meet the criteria set out in the Teachers' Standards. However translating what this means in the classroom isn't always easy, especially when you're starting out your career in teaching. This book directly looks at the standards providing guidance on how professionalism can be demonstrated and evidenced in primary schools underpinned by practical examples. Steps to Success boxes in each chapter look at challenges in the classroom encouraging a reflective perspective on your teaching. Key coverage includes: Effective teaching and learning and what it means to be a learner Planning and assessment for successful teaching Meeting the needs of all children Behaviour management The role of subject and pedagogical knowledge

Making the Most of Your Teaching Assistant

Making the Most of Your Teaching Assistant is an essential handbook for every SENCo and teacher responsible for managing Teaching Assistants. Based firmly in the classroom and focused on supporting pupil progress it provides clear guidance and practical support in deploying, training and

monitoring the effectiveness of Teaching Assistants. This easy-to-use book: sets the current context of the development of the role of Teaching Assistants within that of wider workforce reforms advises on how best to advertise, recruit and interview Teaching Assistants proposes a process for the successful induction of new Teaching Assistants explores a variety of ways in which you can deploy your Teaching Assistants, emphasizing the importance of teamwork and defining roles and responsibilities suggests how schools can monitor and evaluate the impact of the work of their Teaching Assistants on the academic and social progress of all their pupils provides forms and other resources that can be photocopied and used immediately to support the work of Teaching Assistants gives many examples of current best practice with scenarios and case studies based on real events in real schools. This book is an invaluable source of information and advice for class teachers and leadership teams who seek to make the most effective use of the teaching assistants in their schools to support the teacher, the learning, the curriculum, and the school as a whole. Trainee and new teachers will find the book an invaluable resource in preparing to work alongside and manage teaching assistants in their classrooms.

EBOOK: The Urban Primary School

This book offers an in-depth understanding of the unique challenges and contributions of urban primary schools. The authors set urban education in the wider social context of structural disadvantage, poverty, oppression and exclusion, and reassert some critical urban educational concerns. Recognising that practice needs to be informed by theory, they provide a strong theoretical framework alongside contemporary ethnographic data. Drawing on their extensive experience in urban primary schools, as well as numerous case studies, the authors present a fresh and stimulating view of urban primary schools which will inspire education professionals and academics alike. The Urban Primary School is essential reading for teachers and trainee teachers in urban primary schools, as well as for students of education, policy-makers, parents and school governors.

Effect Intervention in Primary School

This work shows how primary schools can cost-effectively enable children from damaging backgrounds to have real access to a full curriculum through nurture groups. It draws on experience of these groups, meeting the requirements of the Code of Practice.

Mastery in Primary Mathematics

Mastery in Primary Mathematics contains clear, practical guidance for both teachers and leaders on how to implement a mastery approach in the classroom that transcends any particular context, school type or scheme currently being used. Filled with research-based evidence, case studies and concrete examples of teaching for mastery used successfully, this is the ideal toolkit to implementing a mastery approach across a school, regardless of expertise. Moulding pupils into confident and successful mathematicians is one of the most important jobs of a primary school. It can also be one of the most difficult. Teaching for mastery gives pupils the best possible understanding of mathematics and implementing it involves a two-pronged approach: mastery must be embedded in the classroom, but will only work with the full support of the school's leadership team. Based on educational research and school case studies, Mastery in Primary Mathematics gives practical advice on introducing and sustaining teaching for mastery, with sections for both class teachers and school leaders. In this must-have guide, Tom Garry, NCETM Maths Mastery Specialist Teacher, covers the areas of variation theory, mathematical reasoning and the use of correct mathematical language, and equips leaders with the necessary tools to make the mastery approach work across a school. With a view to planning at three levels – curricular, unit and lesson – in order to fully arm educators with the means to plan effectively, Tom draws on cognitive science as current developments in this field are crucial to understanding how children learn.

Performance Management

This research-based book offers practical guidance on how to go about performance management. Based on experience of working with schools and running courses, and using the latest research on business strategies appropriate for education, it: o looks at what performance management means in practice o offers advice on how to go about monitoring o explains how to use data from pupil assessments o suggests ways to judge the effectiveness of teaching through analysing children's work o gives guidance on monitoring planning, assessment and observing lessons o proposes how to 1853467693reas for development, set objectives and draw up action plans o contains useful

photocopiable formats or uses case study material to illustrate potential problems and good practice. Throughout, the purpose is to help schools and teachers to be more effective.

Improving School Effectiveness

* What have we learned after three decades of research into school effectiveness? * What are the messages for policy-makers, for schools, for classroom teachers, for parents and their children? * What can we say with confidence about how schools improve? * What do we want from our schools in the future and how can we achieve it? This book sets out to answer these questions, reviewing findings from seminal international work and from a major study conducted recently in Scotland, the Improving School Effectiveness Project. It builds up a fascinating picture of what effectiveness is, how it can be measured, and what it means for teachers, parents and pupils. It provides key quantitative data that shows just how schools can and do make a difference (but that their effects tend to be more powerful at different stages in a child's school career, and with differing effects for girls and boys, and for different school subjects). From in-depth work with twenty-four 'case study' schools we are also given much rich qualitative evidence about, for instance, the links between attitudes and attainment within a school, about the ethos of a school and its capacity for change, about the significance of a school development plan in bringing about changes, and about the role and impact of 'critical friends' in pursuing improvement in schools. Improving School Effectiveness is an important book for everyone who is interested in valuing the effectiveness of and securing improvement in schools: for teachers, heads, inspectors, policy-makers, and students and scholars of school effectiveness and improvement.

World Class Schools

In this book the authors have conducted extensive research and describe what makes a successful school and how this varies in different countries. The book follows the progress of a cohort of 7-year-old children through their schools over a two-year period. It covers schools in the US, Canada, Hong Kong, Taiwan, Australia, the UK, Norway, the Netherlands, and Ireland and: *draw together what it is that the most and least effective schools do in each country *pinpoints what makes 'effective teaching' across the globe *analyses which effectiveness-producing school and teaching factors appear to be the same and which are context specific *discusses how educational policies can be used to generate World Class Schools and which new blends of practice can, or should be used. The existing literature based upon the comparison of the educational achievements of different countries is inadequate. This unique study provides a rich picture of the processes of the education systems of different countries which will appeal to practitioners and policy makers.

Learning to Teach in the Primary School

Flexible, effective and creative primary school teachers require subject knowledge, an understanding of their pupils and how they learn, a range of strategies for managing behaviour and organising environments for learning, and the ability to respond to dynamic classroom situations. This third edition of Learning to Teach in the Primary School is fully updated with reference to the new National Curriculum, and has been revised to provide even more practical advice and guidance to trainee primary teachers. Twenty-two new authors have been involved and connections are now made to Northern Irish, Welsh and Scottish policies. In addition, five new units have been included on: making the most of your placement play and exploration in learning behaviour management special educational needs phonics. With Masters-level reflective tasks and suggestions for research-based further reading, the book provides valuable support to trainee teachers engaged in learning through school-based experience and through reading, discussion and reflections as part of a teacher education course. It provides an accessible and engaging introduction to knowledge about teaching and learning that every student teacher needs to acquire in order to gain qualified teacher status (QTS). This comprehensive textbook is essential reading for all students training to be primary school teachers, including those on undergraduate teacher training courses (BEd, BA with QTS, BSc with QTS), postgraduate teacher training courses (PGCE, SCITT) and employment-based teacher training courses (Schools Direct, Teach First), plus those studying Education Studies. This textbook is supported by a free companion website with additional resources for instructors and students and can be accessed at www.routledge.com/cw/Cremin.

The importance of teaching

England's school system performs below its potential and can improve significantly. This white paper outlines action designed to: tackle the weaknesses in the system; strengthen the status of teachers and teaching; reinforce the standards set by the curriculum and qualifications; give schools back the freedom to determine their own development; make schools more accountable to parents, and help them to learn more quickly and systematically from good practice elsewhere; narrow the gap in attainment between rich and poor. The quality of teachers and teaching is the most important factor in determining how well children do. The Government will continue to raise the quality of new entrants to the profession, reform initial teacher training, develop a network of "teaching schools" to lead training and development, and reduce the bureaucratic burden on schools. Teachers will be given more powers to control bad behaviour. The National Curriculum will be reviewed, specifying a tighter model of knowledge of core subjects so that the Curriculum becomes a benchmark against which school can be judged. Schools will be given more freedom and autonomy, the Academies programme extended and parents will be able to set up "Free Schools" to meet parent demand. Accountability for pupil performance is critical, and much more information will be available to aid understanding of a school's performance. School improvement will be the responsibility of schools, not central government. Funding of schools needs to be fairer and more transparent, and there will be a Pupil Premium to target resources on the most deprived pupils.

Effective Management in Primary Schools

This book is for all teachers who have curriculum and management responsibilities in primary schools or who aspire to those positions. It provides an analysis of those responsibilities and of how they may best be exercised in the changing climate of primary education. It takes account of the many radical policy changes that have influenced the management of primary schools since 1988. Above all it offers practical guidelines on which effective strategies for managing primary schools may be based while recognising that good management is not an end in itself.

The Skills of Primary School Management

Across OECD countries, almost one in every five students does not reach a basic minimum level of skills. This book presents a series of policy recommendations for education systems to help all children succeed.

Equity and Quality in Education Supporting Disadvantaged Students and Schools

To make the best decisions possible, middle leaders need to have a nuanced understanding of the consequences of their actions. In this pragmatic book, Adam Robbins aims to boost their role-specific expertise to help them achieve that goal - and offers them a preferable alternative to learning from their mistakes. Instead of relying on generic leadership theories, Middle Leadership Mastery collates perspectives from psychology and cognitive science to share evidence-informed guidance on a wide range of topics - from supporting staff and students in crisis and managing wellbeing, to quality-assuring teaching and curriculum design. Adam Robbins draws on his sixteen years' experience of teaching in a deprived area to illustrate his points with stories and anecdotes from the front line, demonstrating how middle leaders can better understand their context and deliver the best outcomes from a variety of starting points.

Middle Leadership Mastery

First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company.

Assessment And Testing In The Primary School

First Published in 2001. Nurture groups are spreading rapidly throughout the UK. This fully updated second edition is written in response to the support given by the DfEE to the Nurture Group project and the recognition by every major special needs policy document that they provide effective early intervention for children showing signs of emotional and behavioural difficulties.

Effective Intervention in Primary Schools

The aim of the research presented in this report was to investigate the most effective ways for small rural primary schools to work together in order to improve provision and raise standards. The project sought to examine the circumstances and context of small rural schools in Lincolnshire and evaluate their

different leadership models (such as collaborations, federations, partnerships or academy chains) to: (1) identify successful approaches to collaboration likely to have a positive impact on pupil achievement; (2) identify barriers to successful collaborative models; (3) understand the role of the local authority in enabling effective partnership; (4) place the Lincolnshire approach in the context of approaches being adopted in other areas in England and best practice in partnership as identified in research literature; and (5) identify issues and recommendations for policymakers to consider. A total of 99 small rural schools with a maximum of 110 pupils were included in the study. The performance and operation of these schools, along with their pattern of partnership working, were analysed using a mix of desk-based and field-based research activities. The county councils included in this summary review are: (1) Cornwall; (2) Cumbria; (3) Derbyshire; (4) Devon; (5) Essex; (6) Norfolk; (7) Northumberland; (8) Shropshire; and (9) Suffolk. All of the county councils included had a mix of formal and informal partnership working within their rural primary schools. [This report was written with Kelly Kettlewell and Jane Salt. For the full research report, see ED546802.].

Partnership Working in Small Rural Primary Schools

Primary Heads contains lessons on leadership from a group of highly successful primary head teachers. The book starts with an overview of current thinking on good leadership practice and then takes the reader through the personal stories of 12 head teachers who have, sometimes in the face of extraordinary adversity, transformed their schools. Each has a very personal view on what it has taken for them to succeed and what successful leadership in primary schools should look like. Bill then draws out the key elements from their accounts and details how primary schools and primary heads can create the best possible environment for learning by concentrating on the identified aspects of exceptional leadership. This detailed translation of theories into notably successful practice, presented through the personal accounts of a group of outstanding head teachers, will have a particular resonance for practitioners engaged in the challenging business of education today. Stories of achievement by the successful are not always a source of inspiration or comfort for other teachers, who may search in vain for evidence of the difficulties and adversity they encounter in their own work or possible solutions to them. These clear and honest accounts, however, explore the subject of effective leadership in a way that makes them essential reading for all those, from head teacher to the least experienced staff, who bear responsibility, in varying degrees, for the management and direction of primary schools. The book will be relevant, too, for administrators, school governors and those involved in teacher training and continuing professional development

Primary Heads

This core text for primary trainee teachers is a clear introduction to the different kinds of assessment and their purposes. Throughout the book, tasks encourage the reader to practise assessment skills and to reflect on planning, listening, questioning, observing, diagnosing and target-setting. This second edition is referenced throughout to the 2007 QTS Standards and has been fully updated to reflect the Primary National Strategy and key initiatives such as Every Child Matters. There is increased emphasis on peer assessment and target-setting linked to personalised learning. In addition, new material on Early Years observation and foundation/core subjects has been added.

Assessment for Learning and Teaching in Primary Schools

The importance of drama in primary school has been elevated in recent years, with many teachers continuing to make it high priority in their teaching. They recognise that it can enrich children's understanding of the world and motivate and encourage them in other curriculum work. This lively and readable book offers a blend of theory and practice based on the author's own considerable experience as a drama teacher. He provides numerous examples taken from work with children in schools, which will help teachers to prepare for drama sessions in the classroom. The book examines the role of drama as a subject in its own right as well as its role in delivering other aspects of the curriculum within primary education. It assumes no prior knowledge of teaching drama and will therefore be useful to trainee teachers and in-service teachers wanting to make use of drama in their daily teaching.

The Teaching of Drama in the Primary School

This book reviews recent work in psychology which sheds new light on important areas of concern to primary school teachers, providing clear guidelines for good practice. The Psychology of Teaching and Learning in the Primary School details the current controversies regarding the effective teaching

of reading and numeracy, how to deal with emotional and behavioural difficulties, the best methods of assessing learning, as well as teaching children to think and develop their creativity. It is a useful text for tutors and students on initial teacher training courses, and to teachers involved in professional development. Each chapter contains an editor's summary, a list of further reading, a full list of references and activities to develop and deepen the readers' understanding in each area. At the same time, the book is written in an accessible style ideal for the non-psychologist and is well illustrated with practical classroom examples.

The Psychology of Teaching and Learning in the Primary School

Packed with valuable strategies for teachers and fun activities for children, this handbook is ideal for any school wishing to make group work more successful and enjoyable for all involved.

Promoting Effective Group Work in the Primary Classroom

Meet the Parents is an essential guide for school leaders and classroom teachers looking to build stronger and more productive relationships with the families of pupils. This book uses more than 40 years of experience to explain techniques for uniting families with a range of backgrounds and a variety of circumstances, and highlights the most successful approaches for encouraging and developing the home-school partnership. Drawing on case studies and real-life examples, Lepkowska and Nightingale unpick the reasons behind barriers to learning and examine the issues that cause parents to be demotivated from engaging with schools. The authors cover a range of important topics, from the long-standing concerns to modern problems, including: Making the most of parents' evening. Special Educational Needs and Disability. Bereavement, divorce and loss. Raising the aspirations of parents and children. Influence of the media and online safety. Meet the Parents aims to aid headteachers, senior leaders, classroom practitioners and student teachers – and any other school staff who wish to develop a more effective ongoing home-school partnership. Recognising the vital need for parental engagement with children's learning, this book will help schools and families to come together and provide the best support possible for every child.

Meet the Parents

This book draws on new research exploring the practical experiences of schools and teachers who have used different kinds of grouping. Setting out the issues and discussing the strengths and weaknesses of different types of grouping, this book will help teachers decide which methods are most appropriate for their pupils. The authors offer step-by-step guidance to all aspects of grouping, including setting; streaming; within-class ability grouping; within-class mixed ability grouping; cross-age grouping; assessing and monitoring group placement; and how to implement different types of grouping. The book also discusses children's perceptions of the purposes of groups; moving between groups; and how to liaise with parents about their child moving groups. The book will be welcomed by trainees and teachers alike.

Effective Pupil Grouping in the Primary School

Innovation in the classroom is about empowering teachers to develop intelligent, creative and effective teaching methods that will challenge and engage learners. Drawing on contemporary research and case studies from the UK and internationally, this book examines the theory behind innovative teaching and learning and its practical application in primary schools. Reflection points throughout the chapters encourage self-evaluation and development, giving students greater confidence to plan and deliver their own innovative teaching. Topics covered include: Creative approaches to learning in primary and early years education Using different settings and technologies to develop thinking skills Promoting positive classroom behaviour and inclusion Innovation in planning and assessment

Innovative Teaching and Learning in Primary Schools