

RESEARCH@one

Newsletter - No. 1

In this issue:

- Research@ONE update
- EEF findings
- The Learning Scientists

“If we knew what we were doing, it would not be called research, would it?”

Albert Einstein

Research@ONE - Funded Projects

Good news! We have successfully obtained funding from the Ipswich Opportunity Area evidence-based practice fund for two research projects so far:

- ***Can better metacognitive skills help students to attain more highly?*** Staff involved: Nicola Manning, Alison How and Sinead Moore, Tanja Hofmann

This project started in September 2018. [Click](#) here for more info.

- ***Are mentoring sessions integral to the success of underachieving students?*** Staff involved: The PPTs, Michelle Hughes, Tanja Hofmann

This project will commence in February 2019. [Click](#) here for more info.



EEF findings

The Education Endowment Foundation (EEF) supports teachers by providing free, independent and evidence-based resources designed to improve practice and boost learning, by generating evidence of what works. Recent notable EEF findings:

- ***Improved metacognition and self-regulation greatly impacts on student attainment***

Cognition: learning strategies students employ

Metacognition: students monitoring the effectiveness their learning strategies

Self-regulation: motivation to evaluate strengths and weaknesses of these

[Click](#) here for EEF **practical** guide.



ONE Research Champions

Introducing our Research Champions!

Our six Research Champions have made an excellent start to their roles. [Click](#) here for info on all their projects. We will introduce one in each upcoming newsletter.

- Elaine Bowen - ***How effective is FLASH marking?***

There is a large focus, supported by government, Ofsted and Unions, on finding effective methods of providing feedback to students without creating an excessive workload. Elaine is investigating the use of skills-based comments in a code system. [Click](#) here for more info.

The Learning Scientists

Blog run by cognitive psychological scientists interested in research in education, attempting to make scientific research more accessible to students and teachers. Today's topic.

- ***Six strategies for effective learning/revision***

Spacing: Review information **not** immediately after lesson, periodically go over old material

Retrieval Practice: Retrieve info from memory then check accuracy

Elaboration: Ask yourself questions about the material, make links, identify similarities and differences

Interleaving: Switch between topics during study sessions

Concrete Examples: Use examples given by teachers to apply to concepts

Dual Coding: Switch between visuals, written word and verbal recall

[Click](#) here for **downloadable resources for your classroom**.