Name	School	Title of Research	Key findings	Contact email
Dan Quirk	Shelley College	How will the application of a new school feedback and improvement policy impact on the progress of a low ability class?	• Whilst giving regular feedback and time to reflect/improve did improve progress the progress was exponential. • "Feedback Fatigue" set in if marking too frequently and progress slows/stops. • Using question based feedback can supplement 1:1 interaction with students when class time is at a premium.	daniel.quirk@shelleycollege.org
Simon Reid	Whitcliffe Mount	Developing and reflecting on professional practice focussing on effective written feedback as an integral part of formative assessment feedback.	Students do not all finish at the same time. Need to make sure tasks are differentiated and take some time. Key words misspelled, students of different abilities need to repeat spellings to learn them a different number of times. Feedback is a different colour to differentiate between classwork	reids@whitcliffemount.co.uk
Natasha Kistnen		Effects of growth mind-set language and activities in Drama lessons	Growth mind-set = GREAT! Helps with confidence, overcoming low mock results/unsuccessful dress rehearsals. Also stretched pupils. All pupils progressed as they could see how far they have come.	t.kistnen@outlook.co.uk
Rebecca Lenk	North Huddersfield Trust School	Developing and reflecting on professional practice. Investigating the use of formative assessment, specifically how understanding and progress is recorded throughout KS3 Drama.	• Recording work improves progress. • Recording of work and the use of formative assessment improved pupil progress. • Recording work enhances pupil engagement.	beckylenk@hotmail.co.uk
Stephen Pollitt	Upper Batley High School	Enhancing non-routine Mathematical problem solving strategies in an urban secondary school.	'Draw a diagram' and break the problem down, info manageable chunks were the most effective strategies. Interactive approach encourages meta cognitive flexibility.	spollitt@ubhs.co.uk
Lucy Newham	Whitcliffe Mount School	Can differentiation through task improve engagement in a mixed ability History classroom?	• Lack of consistent effects effectiveness of differentiation. • Students more interested in the work when given a choice of task • Greater demonstration of skills • Good for engagement but not for long term progress (attainment)	Lucy_newham@hotmail.com
Alex Nightingale	Whitcliffe Mount School	Can growth mind-set language be used to improve student confidence and resilience in Maths?	Outcome of the research was inconclusive.	nightingalea@whitcliffemount.co.uk

Rabia Ahmad	**Whitcliffe Mount School**	How can effective feedback be used to promote progress and be used as a tool for stretch and challenge in high attaining students in English?	Personalised and concise feedback that combines a positive and a constructive next step promotes progress and allows high attainment students to fine tune their work. Teaching students exactly what the assessment criteria is, ensure that they can progress their work.	**ahmadr@whitcliffemount.co.uk**
Jean-Marie Julienne	**Upper Batley High School**	Pupil Premium student progress in science	Resources and intervention put in place in order to bridge the gap between pupil premium and non-pupil premium. Findings showed that intervention and resources bridge the gap.	**jjulienne@ubhs.co.uk**
Emily Bell	**Royds Hall Community School**	*Teacher talk and dialogic questioning in English. *Formative assessment in action. *Barriers to learning.	Teacher talk *Dialogic questioning is still not used often enough in classrooms. *Teachers often evaluate students' answers without realising it, which can be detrimental to learning.	**ebell@roydshall.org**
Asif Pandor	**Westborough High School**	Developing and reflecting on professional practice. Effectiveness of short assessments and oral feedback in Science.	- Short snappy assessments are a lot more affective for fact recall. - Oral feedback works to a certain extent, i.e. has to be in conjunction with written feedback.	**asif.pandor@hotmail.co.uk**
Marcus Holder	**Royds Hall Community School**	Effectiveness of differentiation through scaffolding in Computer Science.	1. Particularly useful for more able students. 2. Frees time to deal with less able students. 3. Very labour intensive for creating resources.	**mholder@roydshall.org**