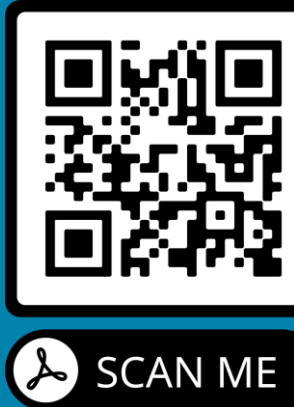


How did the 2020-21 lockdowns affect KS3 pupils' motivation and engagement with learning, self-efficacy and well-being?



SCAN ME

Survey of 321 pupils in deprived areas of Leeds

Participants:

- 60% monolinguals, 30% bilinguals, 10% trilinguals
- 34% in receipt of Free School Meals (FSM)
- Multilingual pupils spoke 49 different home languages. 38% were born outside the UK

Findings:

- Most reported **positive levels of motivation and engagement, and positive levels of well-being**
- Pupils feel less able to self-regulate learning in maths than in English.
- Motivation and engagement are very strongly associated with self-efficacy and well-being.
- **The multilinguals feel better able to self-regulate their learning** than the monolinguals.
- In multilinguals well-being is lower in pupils entitled to FSM, but this is mitigated by parents' level of education.

In the **ICKLE project** (<https://ickle.leeds.ac.uk/>) we found improvements in school-home communication were a positive to emerge from the disruption, but many children now entering key-stage 2 have gaps in foundations skills and knowledge, which has implications for support, attainment and assessment expectations.

Scan the QR code to see a short animation about the ICKLE project.

How did school disruption during the pandemic affect young pupils in Yorkshire?



Reading comprehension at KS3: a new assessment validated in Bradford

The **REACH Primary** project involved the development, delivery and evaluation of a training course and an intervention programme. Funded by the EEF and independently evaluated by Sheffield Hallam University. 80 schools and 800 pupils in the North of England took part.

Unfortunately, the project was significantly affected by the pandemic meaning that findings are not secure. However, the process evaluation revealed useful insights.

Scan the QR code to read the full report.

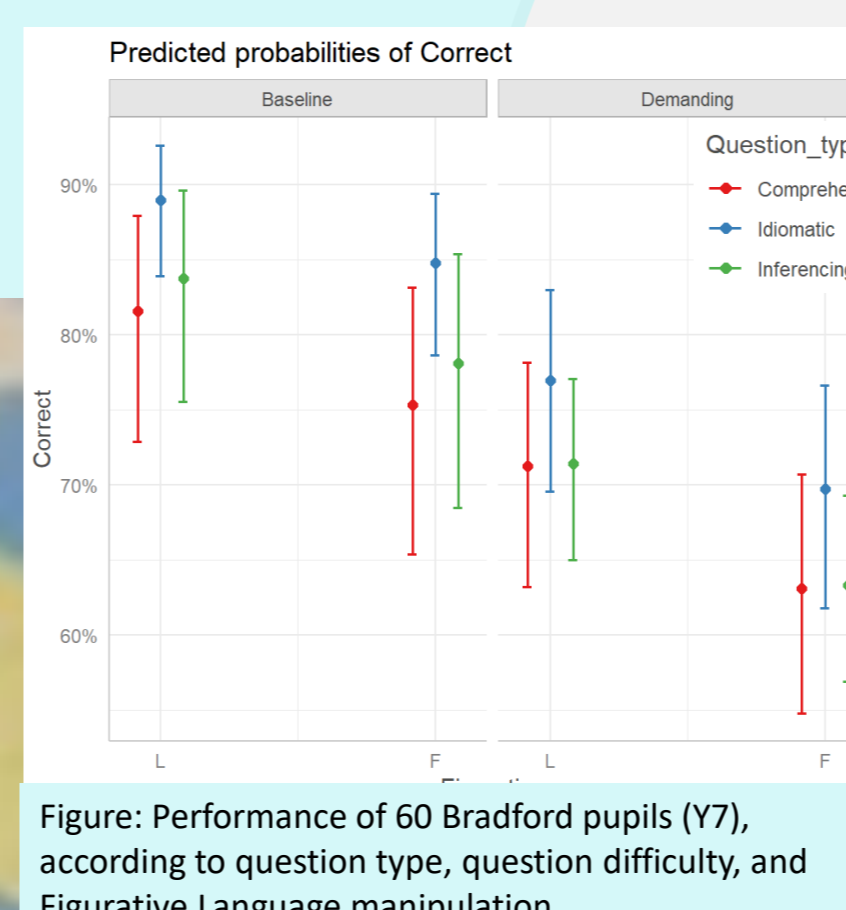


Figure: Performance of 60 Bradford pupils (Y7), according to question type, question difficulty, and Figurative Language manipulation

The **Assessment of Reading Comprehension in Adolescents (ARCA)** is a new computer-based task which pupils can do autonomously (e.g., in an IT suite).

ARCA teases apart the effect of different types of challenges:

- Figurative language (compositional / non-compositional idioms)
- Sentence complexity (grammar)

ARCA assesses 3 aspects of comprehension:

- Factual comprehension (gathering information)
- Inferencing (accessing implicit information)
- Idiom comprehension (understanding non-literal meaning)

Validation in Bradford is ongoing. Pupils' performance depends on challenge type, comprehension aspect, and general proficiency in English.

How do we best support teaching assistants to help children in KS2 with reading difficulties?



Individuals who participate in research tend to be white, middle-class, well educated, and native-speakers of the language.

A recent survey on the impact of Covid-related lockdown on home language practices and attitudes among multilingual families shows that **Bradford bucks the trend**:

- Out of 805 participating families across the UK, a **third** lived in Bradford (247).
- **Most** of the **traditionally "hard to reach"** respondents (ethnic minorities, low English proficiency, lower levels of education) live in Bradford.

The survey results show that

- The impact on home language practices depended on the parents' level of "engagement with bilingualism" (which varies by group): **more engaged → more impact**
- Parental attitudes towards bilingualism varied across respondent groups: **more engaged → more positive**

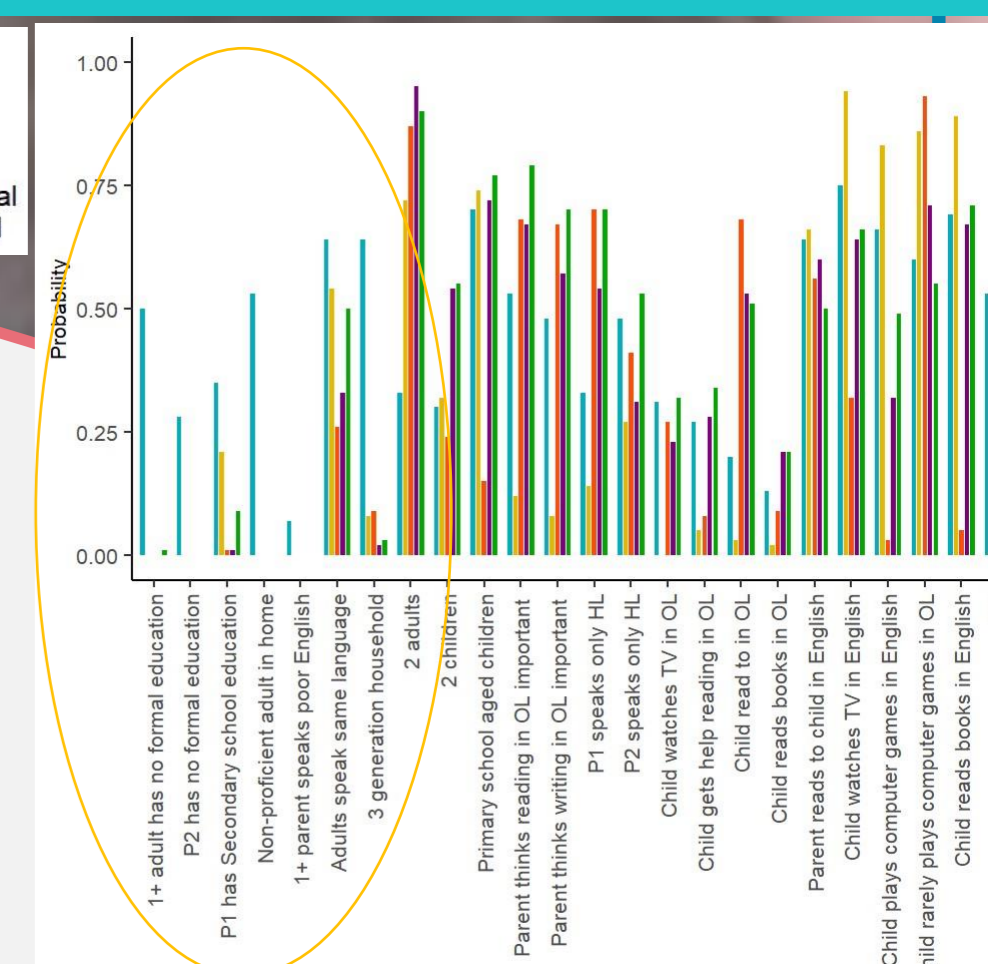


Figure 1: Latent Class Analysis showing the attributes of each respondent group

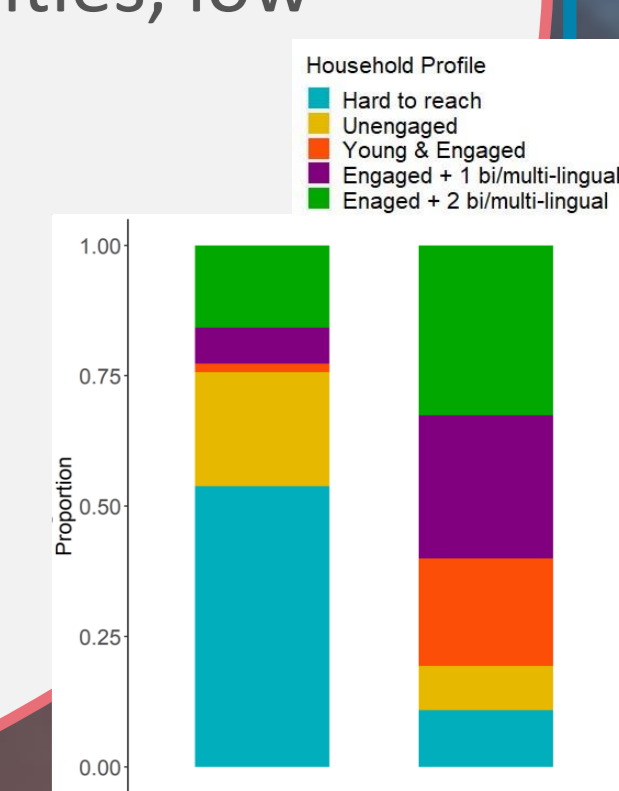


Figure 2: Geographical distribution of respondent groups

The "Bradford effect": greater participant engagement with research across the socio-economic spectrum



SCAN ME

The **DART project** is exploring the use of dynamic assessment, which assess children's learning potential and could propose a solution to screening and monitoring children who come diverse home learning backgrounds. We have developed three tasks of reading related skills, decoding, sight-word learning and vocabulary learning. You can find out more about the project on our website (<https://dart.leeds.ac.uk/>).

Scan the QR code to learn more.

Can dynamic assessments be helpful for monitoring children's reading progress in primary school?

