



# THE SOCIAL WORLD OF PUPIL ASSESSMENT

*Processes and Contexts of Primary Schooling*

ANN FILER  
AND ANDREW POLLARD

# Social World Of Pupil Assessment Strategic Biographies Through Primary School

**Margaret Carr**



## **Social World Of Pupil Assessment Strategic Biographies Through Primary School:**

Social World of Pupil Assessment Andrew Pollard, Ann Filer, 2000-06-01 Defining Assessment in the widest possible way ann Filer and Andrew Pollard have produced the most comprehensive ethnographic study of assessment ever attempted Their case studies cover all of the most important questions concerning assessment The findings which are both profound and unsettling have major implications for educational practice and policy particularly on how supposedly objective assessment processes depend on their context and are vulnerable to both bias and distortion In this colorful and reliable work Filer and Pollard have provided the definitive study of assessment in the 5-11 age range

**The Social World of Pupil Career** Andrew Pollard, 1999-06-17 This text is the second part of a seven year ethnography of individual pupils from the ages of four to eleven in an English primary school It presents a sociological analysis of children coping with the social worlds of home playground and classroom over the seven years of a primary school career The study provides holistic insights into the biographies of four children during their primary school years and the case studies give prominence to the voices and perspectives of parents children and teachers interacting over time The reader is invited to engage personally with these accounts and is guided as the book progresses to an overall analysis of the significance of social relationships and learning processes on the childrens s career trajectories

*Readings for Reflective Teaching* Andrew Pollard, 2002-01-01 This unique book provides the reader with a mini library of over one hundred readings containing both classic and contemporary readings international contributors material drawn from books and journals An essential reference resource in its own right *Readings for Reflective Teaching* also contains numerous cross references to Andrew Pollards *Reflective Teaching*

Learning Autonomy in Post-16 Education Kathryn Ecclestone, 2005-08-18 Kathryn Ecclestone s book addresses the thorny issue of assessment in post compulsory education lifelong learning

**The Routledge Companion to Education** James Arthur, Andrew Peterson, 2013-07-23 Who are the key thinkers in education What are the hot topics in education Where will education go from here The Routledge Companion to Education presents the most comprehensive up to date guide available to the key theories themes and topics in education Forty specially commissioned chapters covering all aspects of education introduce you to the ideas research and issues that have shaped this most diverse dynamic and fluid field Part one provides an introduction to the key theories thinkers and disciplines within education Part two covers ideas and issues about how what and why learning takes place Part three includes analysis on particular approaches to education and explores the issues that attract much contemporary interest Written by an international team of expert contributors the chapters all include a descriptive introduction an analysis of the key ideas and debates an overview of the latest research key questions for research and carefully selected further reading The Routledge Companion to Education is a succinct detailed authoritative overview of the topics which are at the forefront of educational research and discourse today This classic collection is a bookshelf essential for every student and scholar serious about the study of education

**Readings for**

**Reflective Teaching in Early Education** Jennifer Colwell, Andrew Pollard, 2015-02-26 Readings for Reflective Teaching in Early Education is a unique portable library of exceptional readings drawing together seminal extracts and contemporary literature from international sources from books and journals to support both initial study and extended career long professionalism for early years practitioners Introductions to each reading highlight the key issues explored and explain the status of classic works This book along with the core text and associated website draw upon the work of Andrew Pollard former Director of the TLRP and the work of many years of accumulated understanding of generations of early years practitioners primary school teachers and educationalists Readings for Reflective Teaching in Early Education the core text Reflective Teaching in Early Education and the website provide a fully integrated set of resources promoting the expertise of early years professionals The associated website [www.reflectiveteaching.co.uk](http://www.reflectiveteaching.co.uk) offers supplementary resources including reflective activities research briefings and advice on further readings It also features a glossary of educational terms links to useful websites and showcases examples of excellent research and practice This book forms part of the Reflective Teaching series edited by Andrew Pollard and Amy Pollard offering support for reflective practice in early primary secondary further vocational university and adult sectors of education

**Bottom of the Class: Children's Stories of Low Attainment in Primary School** Laura Quick, 2025-06-27 This book offers a much needed look at the impact of our attainment driven education system on those children considered low attainers It reveals how difficult they find it to feel good about themselves their capacity to learn and their futures as well as shedding light on the role schools are playing in maintaining inequality and the illusion of meritocracy At the heart of Bottom of the Class are the engaging and thought provoking stories of four children whom the author followed through three years of primary school Concerned with friendships getting told off and struggling with schoolwork they are in some ways very ordinary Yet caught between competing messages about who they ought to be and their fears of failure they are also extraordinary showing impressive courage creativity and integrity in the way they navigate their paths through school By bringing the voices of low attainers into the centre of the debate around low attainment this crucially important book is a must read for anyone interested in educational inequality and school experience within education studies policy studies the sociology of education initial teacher training and educational leadership

*Developmental Pathways Through Middle Childhood* Catherine R. Cooper, Cynthia T. Garcia Coll, W. Todd Bartko, Helen M. Davis, Celina Chatman, 2006-04-21 This volume looks at the study of successful pathways through middle childhood The chapters look at how diverse environmental contexts economic culture history politics influence child and family development

Transitions and Learning through the Lifecourse Kathryn Ecclestone, Gert Biesta, Martin Hughes, 2009-10-16 Like many ideas that inform policy practice and research transition has many meanings Children make a transition to adulthood pupils move from primary to secondary school and there is then a movement from school to work training or further education Transitions can lead to profound and positive change and be an impetus for new learning for some individuals and be

unsettling difficult and unproductive for others Transitions have become a key concern for policy makers and the subject of numerous policy changes over the past ten years They are also of interest to researchers and professionals working with different groups Transitions and Learning Through the Lifecourse examines transitions across a range of education life and work settings It explores the claim that successful transitions are essential for educational inclusion social achievement and economic prosperity and that individuals and institutions need to manage them more effectively Aimed primarily at academic researchers and students at all levels of study across a range of disciplines including education careers studies sociology feminist and cultural studies this book is the first systematic attempt to bring together and evaluate insights about educational life and work transitions from a range of different fields of research Contributions include The transition between home and school The effects of gender class and age Transitions to further and higher education Transitions for students with disabilities Transitions into the workplace Learning within the workplace Approaches to managing transitions

**Reflective Teaching in Primary Schools** Andrew Pollard, Dominic Wyse, Ayshea Craig, Caroline Daly, Sinead Harmey, Louise Hayward, Steve Higgins, Amanda McCrory, Sarah Seleznyov, 2023-01-26 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in primary settings Dominic Wyse with Andrew Pollard have worked with top practitioners from around the UK to create a text that is both cohesive and that continues to evolve to meet the needs of today's primary school teachers This book uniquely provides two levels of support practical evidence based guidance on key classroom issues such as relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition More case studies and research summaries based on teaching in the primary school than ever before New reflective activities and guidance on key readings at the end of each chapter Updates to reflect recent changes in curriculum and assessment across the UK [reflectiveteaching.co.uk](https://www.reflectiveteaching.co.uk) provides a treasure trove of additional support

**Learning Stories** Margaret Carr, Wendy Lee, 2012-03-19 Margaret Carr's seminal work on Learning Stories was first published by SAGE in 2001 and this widely acclaimed approach to assessment has since gained a huge international following In this new full colour book the authors outline the philosophy behind Learning Stories and refer to the latest findings from the research projects they have led with teachers on learning dispositions and learning power to argue that Learning Stories can construct learner identities in early childhood settings and schools By making the connection between sociocultural approaches to pedagogy and assessment and narrative inquiry this book contextualizes Learning Stories as a philosophical approach to education learning and pedagogy Chapters explore how Learning Stories help make connections with families support the inclusion of children and family voices tell us stories about babies allow children to dictate their own stories can be used to revisit children's learning journeys can contribute to teaching and learning wisdom This ground breaking book expands on the concept of Learning Stories and includes examples from practice in both New Zealand and the UK It outlines the

philosophy behind this pedagogical tool for documenting how learning identities are constructed and shows through research evidence why the early years is such a critical time in the formation of learning dispositions Margaret Carr is a Professor of Education at the University of Waikato New Zealand Wendy Lee is Director of the Educational Leadership Project New Zealand

**Assessment in Early Childhood Settings** Margaret Carr, 2001-07-23 This book shows that an early childhood setting can be described as a learning place in which children develop learning dispositions such as resilience in the face of uncertainty confidence to express their ideas and collaborative and thoughtful approaches to problem solving These dispositions provide the starting point for life long learning The author asks How can we assess and track children s learning in the early years in a way that includes learning dispositions and avoids the pitfalls of over formal methods whilst being helpful for practitioners interesting for families and supportive for learners The book describes a way of assessment that stays close to the children s r

Making Assessment Matter Graham Butt, 2010-03-18 Teachers often spend a considerable amount of their time monitoring and assessing their pupils performance But what are we assessing for and can assessment practices be changed to make them more useful to teachers and learners Assessment activities in schools are frequently criticised by government inspectors often being reported as the least successful aspect of schools work Drawing on established research Making Assessment Matter focuses on the purpose of assessment and suggests strategies for managing assessment in a more effective way The author considers the role of assessment in promoting learning rather than simply measuring it provides tips on setting and attaining assessment targets and brings together considerations of high stakes assessment at the national level with day to day assessment practice in the classroom This timely and informative book will be essential reading for anyone involved with or interested in the role of assessment within schools including teachers trainee teachers and managers

Assessment: Social Practice and Social Product Ann Filer, 2002-11 In Assessment the writers take the reader beyond the obvious function of assessment and focus upon the roles it performs in the social structuring of society

*Language Attitudes and Identities in Multilingual China* Sihua Liang, 2014-12-04 These in depth case studies provide novel insights in to the fast changing language situation in multilingual China and how it changes the meanings of language identity and language learning This linguistic ethnographic study of language attitudes and identities in contemporary China in the era of multilingualism provides a comprehensive and critical review of the state of the art in the field of language attitude research and situates attitudes towards Chinese regional dialects in their social historical as well as local contexts The role of language policies and the links between the interactional phenomena and other contextual factors are investigated through the multi level analysis of linguistic ethnographic data This study captures the long term language socialisation process and the moment to moment construction of language attitudes at a level of detail that is rarely seen The narrative is presented in a highly readable style without compromising the theoretical sophistication and sociolinguistic complexities

*International Handbook of Student Experience in Elementary and Secondary School* D. Thiessen, Alison

Cook-Sather, 2007-06-03 *The International Handbook of Student Experience in Elementary and Secondary School* brings together in a single volume the groundbreaking work of scholars who have conducted studies of student experiences of school in Afghanistan Australia Canada England Ghana Ireland Pakistan and the United States Drawing extensively on students interpretations of their experiences in school as expressed in their own words chapter authors offer insight into how students conceptualize and approach school understand and address the ongoing social opportunities for and challenges in working with other students and teachers and the multiple ways in which they shape and contribute to school improvement The individual chapters are framed by an opening chapter which provides background on bases of and trends in research on students experiences of school and a final chapter which uses the interpretive framework translation provided to explore how researching students experiences of school challenges those involved to translate their qualitative research methods the terms they evoke to describe and define students experiences of schools and in fact themselves as researchers

*Researching School Experience* Martyn Hammersley, 1999-09-09 There is a tendency in much educational thinking to view pupils in passive terms as the material on which schools operate This damaging view is challenged here Significant recent research shows the effects of changing educational conditions on the experience of teaching and learning in schools By redressing the balance and acknowledging the affective side of pupils and their learning this book shows that improved understanding leads to improved teaching Contributions from Stephen Ball Martyn Descombe Ann Filer Andy Hargreaves Bob Jeffrey Geoff Troman Andrew Pollard and Peter Woods      **The Road to Independence** Svanborg Rannveig

Jónsdóttir, Rósa Gunnarsdóttir, 2017-03-23 People throughout the world have creative minds with unlimited potential for change *The Road to Independence* Emancipatory Pedagogy offers ways to empower people through education so that we can live and prosper together in a sustainable world The emancipatory pedagogy of innovation and entrepreneurial education is presented as a road to independence as a way to enable everyone to reach their inherent potential This book presents case studies stories and research findings from innovation and entrepreneurial education that illuminate the real lives and work of teachers and students from different cultures Over 40 years of direct experience informs this text You will find innovative things to think about from the authors and come to understand how they are able to develop such innovative thinking in their learners Educational forms such as these are much needed as we move from learning about how things work as observers towards learning to be able to do things for ourselves Importantly all too often the term joining the dots references looking backwards and understanding the past but this book is all about the future it proactively responds to what are becoming known as entrepreneurial 21st Century skills so start connecting them now Andy Penaluna Director International Institute for Creative Entrepreneurial Development This fascinating inspiring and insightful book on how to actualize and develop an innovation potential of every child is a must read for teachers parents and researchers alike Svanborg R J nsd ttir and R sa Gunnarsd ttir began an innovation revolution by introducing Innovation and Entrepreneurial Education in Icelandic schools

What the whole world needs today is to maximize revolutionary innovation in all fields of human endeavour and The Road to Independence provides a myriad of incredibly useful approaches to nurture that innovation Larisa V Shavinina Editor of The Routledge International Handbook of Innovation Education      **Reflective Teaching** Andrew Pollard, Janet Collins, 2005-03-04 Reflective Teaching is the definitive textbook for reflective classroom professionalism It offers support for trainee teachers mentors newly qualified teachers and for continuous professional development This second edition has been revised and updated to enhance classroom use      Assessment and Learning John Gardner, 2011-12-07 Assessment and Learning places learning at the centre of our concerns and explicitly underscores the importance of assessment in that learning This new edition provides a comprehensive overview of assessment that is used to support learning practice based theory on assessment for learning and formative assessment to support individual development and motivate learners With a strong list of existing and new contributors this second edition has been updated to include the latest work on assessment Readers will find research informed insights from a wide variety of international contexts It features New chapters on e assessment the learner s perspective on assessment and learning and the influence of assessment on how we value learning Teacher friendly assessment topics Practical examples and chapter summaries throughout This book is useful to teacher educators and researchers on postgraduate courses in education teaching learning and assessment John Gardner is a professor of education at Queens University Belfast and President of the British Educational Research Association



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