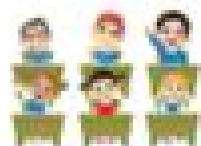
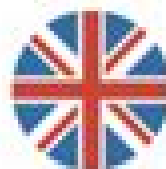


# UK Education System



## Primary Education Preparatory School

Age	School Year
4 - 5	Reception
5 - 6	Year 1
6 - 7	Year 2
7 - 8	Year 3
8 - 9	Year 4
9 - 10	Year 5
10 - 11	Year 6*

\*(SATs or 11+ exam)



## Secondary Education Senior School

Age	School Year
11 - 12	Year 7
12 - 13	Year 8
13 - 14	Year 9
14 - 15	Year 10*
15 - 16	Year 11*

\*(GCSEs)



## Further Education Sixth Form/College

Age	School Year
16 - 17	Year 12
17 - 18	Year 13*

Academic qualifications:  
A Levels / IB  
OR  
Vocational qualifications:  
NVQs / BTECs



## Higher Education University Undergraduate

UG 3 Years (Standard courses)
UG 4 Years (Sandwich courses or study a year abroad)
UG 5 Years (For Medicine, Veterinary and Architecture degrees)

## University Postgraduate

1-2 years Masters Degree (taught /research)
3 - 5 years PHD

Compulsory school age in England - up to 18

### Public Schools

- Fee-paying
- Independent
- Selective
- Also called private schools

OR

### State Schools

- Free
- Government funded
- Not available to international students

# The Development And Structure Of The English School System Studies In Teaching And Learning

**Léo Pomar**



## **The Development And Structure Of The English School System Studies In Teaching And Learning:**

**The Development and Structure of the English School System** Keith Evans, 1985      Education and Policy in England in the Twentieth Century Richard Aldrich, Dennis Dean, Peter Gordon, 2013-05-13 In the 1990s education has become one of the major social and political questions of the day This book has been written to provide an authoritative guide to the issues which underlie the formulation of educational policy It stands both as a substantial historical study in its own right and as an essential background and introduction to the current educational debate      **Research in Education** , 1974

Resources in Education , 1998      Handbook of Research on Science Education Sandra K. Abell, Norman G. Lederman, 2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit <http://www.narst.org>      **Proceedings of the Fourth International Congress on Mathematical Education** M. Zweng, Green, Kilpatrick, Pollack, Suydam, 2012-12-06 Henry O Pollak Chairman of the International Program Committee Bell Laboratories Murray Hill New Jersey USA The Fourth International Congress on Mathematics Education was held in Berkeley California USA August 10 16 1980 Previous Congresses were held in Lyons in 1969 Exeter in 1972 and Karlsruhe in 1976 Attendance at Berkeley was about 1800 full and 500 associate members from about 90 countries at least half of these come from outside of North America About 450 persons participated in the program either as speakers or as presiders approximately 40 percent of these came from the U S or Canada There were four plenary addresses they were delivered by Hans Freudenthal on major problems of mathematics education Hermina Sinclair on the relationship between the learning of language and of mathematics Seymour Papert on the computer as carrier of mathematical culture and Hua Loo Keng on popularising and applying mathematical methods George Polya was the honorary president of the Congress illness prevented his planned attendance but he sent a brief presentation entitled Mathematics Improves the Mind There was a full program of speakers panelists debates miniconferences and meetings of working and study groups In addition 18 major projects from around the world were invited to make presentations and various groups representing special areas of concern had the opportunity to meet and to plan their future activities      **15 Practice Sets for REET (Rajasthan Eligibility**

**Examination for Teachers) Level 2 Social Studies Exam 2021** Disha Experts,2020-02-04      **The Detroit Educational Bulletin** ,1923      **The Social Construction of Expertise** Gail Savage,2010-11-23 The British created a system wherein the social identity of civil servants clearly influenced their position on official matters This privileged class set the tone for major policy decisions affecting all members of society Savage addresses this social construction of power by analyzing the social origins and career patterns of higher level civil servants as a backdrop for investigating the way four different social service ministries formulated policies between the two World Wars the Board of Education the Ministry of Agriculture the Ministry of Labour and the Ministry of Health      Handbook of Research on Science Education, Volume II Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community      **Studies of the International Institute of Teachers College, Columbia University** ,1929      *Core List of Books and Journals in Education* Nancy P. O'Brien,Emily Fabiano,1991-01-09 This list assembles a selected group of approximately 1000 books and journals currently available in the field of education mostly published in the late 1980s All works are in English and almost all are American American government documents and monographs published by UNESCO have also been included      *A Bibliography of British History, 1914-1989* Keith Robbins,American Historical Association,Royal Historical Society (Great Britain),1996 Containing over 25 000 entries this unique volume will be absolutely indispensable for all those with an interest in Britain in the twentieth century Accessibly arranged by theme with helpful introductions to each chapter a huge range of topics is covered There is a comprehensive index      **New Public Personnel Studies** ,1924      *Studies* Columbia University. Teachers College. International Institute,1929      **The Scottish Educational Journal** ,1920      *General Catalog - Southern Connecticut State College* Connecticut. State Teachers College, New Haven,Southern Connecticut State College, New Haven,1913      **The Training of Elementary Teachers in Germany** Thomas Alexander,1929      The Emerald Handbook of Evidence-Informed Practice in Education Chris Brown,Joel R. Malin,2022-01-31 Generating understanding into how to

more routinely foster evidence informed teaching practice globally this ground breaking handbook is vital reading for educational researchers and especially those working close to practice in all settings      the educational times, and journal of the college of preceptors ,1884

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