

1. Record Nr.	UNINA9910791921703321
Titolo	The Cambridge Primary Review research surveys [[electronic resource] /] / edited by Robin Alexander with Christine Doddington ... [et al.]
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2010
ISBN	1-283-54758-9 9786613860033 1-136-32871-8 0-203-12167-8
Descrizione fisica	1 online resource (881 p.)
Classificazione	5,3 DF 2604 DK 3014
Altri autori (Persone)	AlexanderRobin J DoddingtonChristine
Disciplina	372/.941
Soggetti	Education, Elementary - Great Britain - Evaluation Education, Elementary - Great Britain Great Britain Grossbritannien
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Cover; The Cambridge Primary Review Research Surveys; Contents; Figures; Tables; Contributors; Acknowledgements; Abbreviations; 1. Introduction: research, the Cambridge Primary Review and the quality of education; Part 1: Children's lives and voicesSchool, home and community; 2. Children and their primary schools: pupils' voices; 3. Children's lives outside school and their educational impact; 4. Parenting, caring and educating; 5. Primary schools and other agencies; Part 2: Children's development,learning, diversity and needs; 6. Children's cognitive development and learning 7. Children's social development, peer interaction and classroom learning8. Children in primary education: demography, culture, diversity, inclusion; 9. Learning needs and difficulties among children of primary school age: definition, identification, provision and issues; Part 3: Aims, values and contextsfor primary education; 10. Aims for

primary education: the changing national context; 11. Aims for primary education: changing global contexts; 12. Aims as policy in English primary education; 13. Aims and values in primary education: England and other countries

Part 4: The structure and content of primary education 14. The structure of primary education: England and other countries; 15. Primary curriculum and assessment: England and other countries; 16. Primary curriculum futures; Part 5: Outcomes, standards and assessment in primary education; 17. Standards and quality in English primary schools over time: the national evidence; 18. Standards in English primary education: the international evidence; 19. The quality of learning: assessment alternatives for primary education; Part 6: Teaching in primary schools Structures and processes

20. Learning and teaching in primary schools: insights from TLRP 21.

Classes, groups and transitions: structures for learning and teaching;

22. Primary schools: the built environment; Part 7: Teaching in primary schools Training, development and workforce reform; 23. Primary

schools: the professional environment; 24. Primary teachers: initial teacher education, continuing professional development and school leadership development; 25. Primary workforce management and reform; Part 8: Policy frameworks Governance, funding, reform

and quality assurance
26. The governance and administration of English primary education 27. The funding of English primary education; 28. Quality assurance in English primary education; 29. The trajectory and impact of national reform: curriculum and assessment in English primary schools;

Appendix 1. The Cambridge Primary Review: remit and process;

Appendix 2. The Cambridge Primary Review: perspectives, themes and questions; Appendix 3. The Cambridge Primary Review: research surveys; Author index; Subject index

Appendix 1. The Cambridge Primary Review: remit and process;

Appendix 2. The Cambridge Primary Review: perspectives, themes and questions; Appendix 3. The Cambridge Primary Review: research surveys; Author index; Subject index

Appendix 1. The Cambridge Primary Review: remit and process;

Sommario/riassunto

The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review - England's biggest enquiry into primary education for over forty years. Fully independent of government, it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform. Ranging over ten broad themes and drawing on a vast array of evidence, the Review published thirty-one interim reports, including twenty-eight surveys of published research, provoking media headlines and public debate
