

Relay

Raleigh Education Trust Bulletin

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National Literacy Trust:
Engagement with comics



Edublog Spotlight:
Careers and aspiration



EEF:
Research engagement

Education, Children and Violence

This guidance from the Youth Endowment Fund gives school, college and alternative provision leaders five evidence-based recommendations on how to help prevent children's involvement in violence.

The report states that in 2023, '1 in 6 children reported being victims of violence in the preceding 12 months' and '1 in 7 children reported committing violence in the same period.' The authors recognise that children and families engage with multiple agencies, and there are many factors at play, however schools, colleges and AP settings are 'uniquely positioned to help keep children safe from violence'.

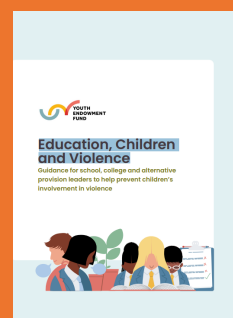
Education settings are well placed to spot problems through safeguarding procedures, and signpost to specialist help. On a day-to-day basis, an evidence-based offer of support, in a safe and trusted space can reduce children's involvement in violence.

Many of the five recommendations are already implemented in education settings and the guidance encourages leaders to develop their practice with an eye to these priorities. The YEF's research is ongoing and they plan to 'publish recommendations for improving this broader system to make it easier for schools, colleges and AP to deliver 'what works'' in 2025.

Key

Recommendations

- 1 Keep children in education
- 2 Provide children with trusted adults
- 3 Develop children's social and emotional skills
- 4 Target efforts at the places and times where violence occurs
- 5 Cautiously consider unproven strategies and avoid harmful approaches



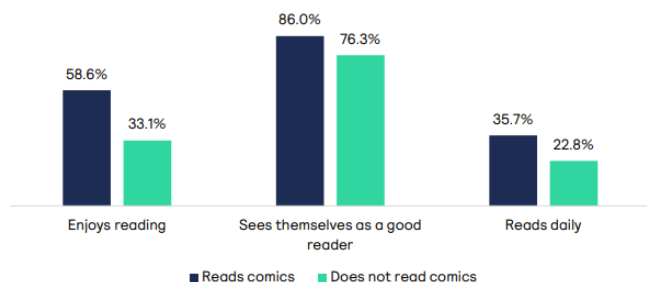
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Children and Young People's Engagement With Comics

As part of their annual literacy survey, the National Literacy Trust ask children and young people aged 8-18 to tell them about their literacy habits. This report draws on their 2023 data, to explore the attitudes and beliefs of those who engage with comics and the experiences of those who have created their own comics.

64,006 children and young people completed the survey in 2023, and 40.3% reported that they read 'comics or graphic novels on paper, on screen or both at least once a month.'. More boys than girls read comic in their spare time, and the percentage of those who read comics decreased with age, with only 32.1% of those aged 16-18 reading comics at least once a month.

Figure 4: Percentage of children and young people who read and did not read comics in their free time and how this relates to their enjoyment of reading, their perceptions of their own reading skill and daily reading



There is an indication that those who read comics are more engaged with reading generally and are more likely to rate

themselves as 'very good' or 'good' readers. They reported a range of reasons why they are motivated to read comics including they are 'accessible, engaging, supported their wellbeing, and provided opportunities to learn about different cultures.'

Some children and young people volunteered information about how and why they create their own comics, with some saying they enjoy writing when they are writing comics, and some saying that they found it good for their wellbeing and career aspirations.

Whilst the National Literacy Trust survey has shown overall reading enjoyment has declined over the past 13 years, they find that 'the percentage of children and young people who have read comics has remained relatively consistent'. They suggest that the combination of genres, visuals and texts offered by comics may make reading 'more immersive and enjoyable.' In addition to reading, there is evidence that comic creation is a valuable pastime for many children and young people.

The report concludes that the findings highlight the importance

of having access to a diverse range of reading materials and that, regardless of free-school-meal status, comics can offer a valuable way of connecting with young readers.

Full report available here: <https://bit.ly/4au7tys>

"Reading comics is my main and my favourite hobby, it makes me so happy. The thing I look forward to the most is reading comics."

(Did not share their gender, Y11)

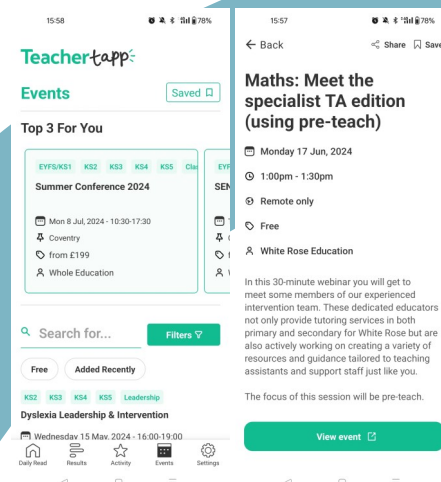
Teacher Tapp Events Search

Teacher Tapp is the teacher survey app that asks three questions a day to find out what teachers think about things. There are now regularly over 10,000 teachers a day answering questions; the results are increasingly influencing policy and feature regularly in the media.

Since January 2024, the app has featured an Event Feed where Tappers can see upcoming events and CPD opportunities. You can filter based on topic, keystage, location (including online) and price. The app gives you more details and a link to booking if it's something you're interested in.

To take advantage of all this, download the app if you aren't already tapping, click on the events calendar icon at the bottom of your homepage, and get searching!

<https://techartapp.co.uk/>



Edu-blog Spotlight

Clive Hill is a biologist and careers lead in a secondary school in Nottinghamshire. He blogs at www.viewsfromthehill.co.uk/ and tweets as [@Clive Hill](https://twitter.com/Clive_Hill)



In a recent post, Clive Hill discusses the tightrope walk of 'balancing the ideal of students studying a subject they are passionate about and the pragmatics of a student studying because they need to for future employment.'

He unpicks what is often meant by 'aspiration' - GCSEs to A Levels to degree, and how this can often lead pupils, families and even schools to seeing a Grade 3 at GCSE as a fail. Drawing on his own journey through education and career, graduating at 39 and training to teach after a previous career, he thinks that 'in reality, aspiration as an agenda is best served when it is distilled to "be the best you can be, at whatever you choose to be in life".'

He wants schools not to expect underperformance, but to celebrate the individual progress of each student, and support them to make informed decisions about their own future. We should consider the language we use around tests and qualifications being 'failed' and motivate students no matter their grades.

As a careers lead, Clive feels it is important that students are shown how there are multiple pathways to their career goals and vocational routes may be one way to access graduate level jobs. By doing this we show students that their education is a lifelong 'key that will open doors' and that they don't have to settle, but can take a 'squiggly career path', concluding that 'at the end of the day, this is the magic we should be aspiring to in schools – each student has realistic career expectations, with a pathway and the self-belief needed for them to be successful throughout their lives.

Full post and comments: <https://www.viewsfromthehill.co.uk/blog/walking-the-tightrope>

Cognitive Bias of the Half-term

Cognitive biases are shortcuts in our thinking but they can make us lose objectivity. Each issue we introduce a new bias to help you avoid its pitfalls.

Planning fallacy

The planning fallacy is a phenomenon where predictions about how much time will be needed to complete a task display an optimism bias and underestimate the time needed. This happens regardless of previous experience with how long a task has taken.

Tried and Tested

We hear a lot of talk about 'following the evidence' or being 'evidence informed', but the reality is that this means different things to different people, and that's before you even get to what they mean by 'research'.

The Education Endowment Foundation has published 'Using Research Evidence: A Concise Guide' that aims to help with this problem.

The guide includes information about what research evidence is and isn't, different types of research and what you might use them for, and the advantages and disadvantages of different types of research.

The guide covers everything from academic systematic reviews, to case studies, and offers guidance of how to examine research evidence for things such as limitations, independence and methods.

<https://bit.ly/3yq0yZT>

