

# Relay

Raleigh Education Trust Bulletin

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AP Attendance:  
Does travel-distance  
matter?



Edu-Blog Spotlight:  
What are reasonable  
adjustments?



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project

## Transforming Attendance: Lessons from Cornwall

'One Cornwall' brings together the two Cornwall Teaching School Hubs in partnership, working collaboratively with local and national partners. The 'Transforming Attendance in Cornwall' toolkit has been developed to support and guide school leaders, and is based on evidence for good attendance practice alongside practical case studies that enhance the work of the Education Endowment Foundation (EEF) and DfE Attendance Hubs.

'Poor attendance at school impacts on pupils academically and socially, with their personal development and their wellbeing.' Drawing on the EEF's 'Supporting School Attendance' resources, the toolkit is centred around five key areas of reflective questions and the toolkit outlines the importance of developing proactive approaches to pupils experiencing success, belonging, and strong relationships in the school community.

The toolkit links to research and work within the wider education system to cover themes including external influences on attendance, personal development, transition and identifying learning needs and appropriate workforce professional development. There is advice on implementing new initiatives and the role of governance, and a showcase of their disciplined inquiry model used to 'build an understanding of the effectiveness of approaches to improve attendance to school and attendance to learning' alongside specialist case studies.

### 5 Key Areas

Build a holistic  
understanding of pupils  
and families

Build a culture of  
community and belonging

Communicate effectively  
with families

Improve universal provision  
for all pupils

Deliver targeted  
interventions to  
supplement universal  
provision

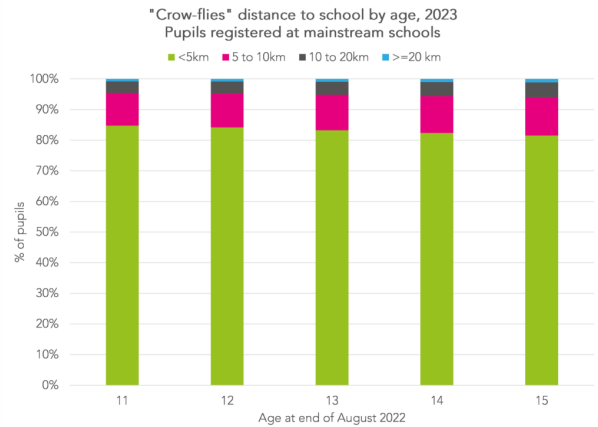
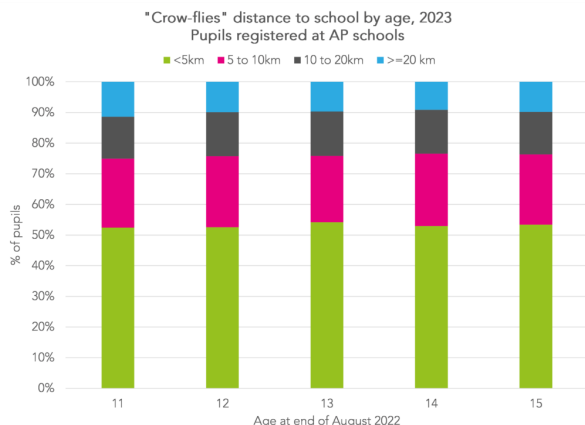


<https://www.onecornwall.co.uk/>

# Travel Distance and AP Attendance

Education Datalab are a group of analysts who are part of FFT Education and produce independent research on education policy and practice to help make sense of the education landscape. They regularly blog on issues covering all aspects of education, and publish reports with longer pieces of analysis. An area they have recently written about is their analysis of the distance pupils travel to alternative provision (AP) schools and its impact on attendance.

As of January 2024, there were 333 state-funded AP schools in England, significantly fewer than mainstream secondary schools. Consequently, students attending AP schools are likely to live further away and have further to travel for education. Education Datalab calculated this difference in distance and looked at whether there is any relationship between travel distance and attendance, and also examined differences in absence between mainstream and AP schools for a group of pupils who are dual registered with AP and mainstream schools.



Examination of the data shows that pupils who attend AP settings travel an average of 9 km, with around 10% travelling more than 20km, compared to an average of 3 km, and 1% over 20km, for mainstream school students. Previous analysis shows that the further away mainstream pupils live from school, the higher their absence, and they wanted to see whether this is also the case for the AP sector in which absence tends to be high. Interestingly, despite their increased travel distance, the analysis found that absence rates for AP students did not vary significantly based on distance travelled.

Regarding dual-registered pupils, who attend both AP and mainstream schools, they showed higher attendance rates in AP settings than in their mainstream counterparts, suggesting that attendance in AP may be more favourable. The article highlights potential areas for further research, including the influence of local authority transport policies and travel time to schools. Overall, while distance to AP schools is greater, it does not appear to directly correlate with higher absence rates.

Full article: <https://bit.ly/3TK71XB>

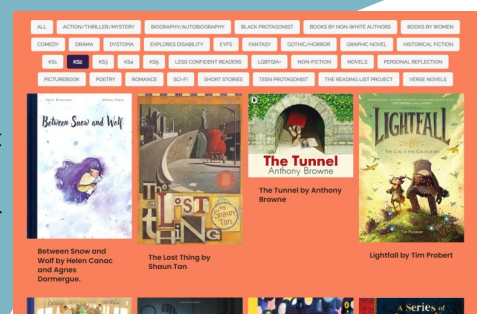
## The Reading List Project

With approximately 100,000 new novels published in the English Language each year worldwide, that's a lot of books we might want to share with pupils and it can feel overwhelming to know where to start to find that next classic.

The Reading List Project, hosted by Funky Pedagogy teacher Jennifer Webb, is a wealth of 'highly literary, challenging and deserving of our attention' texts that have been curated by teachers, for teachers, to offer an easy way to find something new for the curriculum or recommend for reading at home.

Books are searchable by genre, Key Stage (including EYFS) and text type. The project relies on teachers to submit book suggestions and you can sign up to receive updates via email. Of course, when it comes down to it, it's up to you to dive deeper and make decisions about whether a book is suitable for your particular pupils.

<https://funky pedagogy.com/the-reading-list-project/>



# Edu-blog Spotlight

Alex Quigley is a former English teacher, author and blogger. He is head of Content and Engagement at the EEF. He blogs at <https://alexquigley.co.uk/> and tweets as [@AlexJQuigley](https://twitter.com/AlexJQuigley) (.bsky.social)



In this post, Alex explores a question he is often asked: “Is adaptive teaching the same thing as ‘reasonable adjustments’?”. He says that while they may seem similar, especially in supporting students with additional needs, it’s important that teachers can distinguish between the two.

## What Are Reasonable Adjustments?

Reasonable adjustments are specific changes made to help children with disabilities or special educational needs (SEND) access learning equally. These could include allowing a visually impaired student to sit at the back to optimize their field of vision or providing a laptop to a child with severe dyslexia for writing tasks. British law requires such adjustments to prevent disadvantaging students with disabilities.

However, many of these adjustments can also fall under adaptive teaching, or ‘microadaptations’, a broader approach used to support all students. For example, breaking information into smaller chunks or repeating instructions could benefit all learners, not just those with SEND.

## Key differences

While reasonable adjustments often involve more specific, legal accommodations (e.g., extra exam time or assistive technology), adaptive teaching refers to flexible teaching methods that benefit all students. Both strategies are important and, when applied effectively, can make a significant impact. Supporting teachers in balancing both approaches ensures an inclusive and effective learning environment for all.

Full post and comments: <https://bit.ly/4grOGW>

# 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.

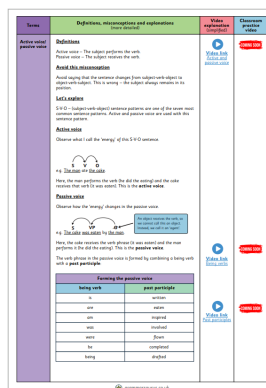
## Pareidolia

Pareidolia is the tendency to perceive a meaningful interpretation of a stimulus, usually visual, so we detect an image, object or pattern that isn't there.

This commonly occurs with the perception of images of faces, or cloud formations, but can also extend to hearing 'hidden' messages in audio recordings.

# Tried and Tested

Grammarsaurus, a curriculum resource and training provider for Years 1-6, features a handy, downloadable glossary of English terms and subject knowledge completely free.



The comprehensive resource covers a wide variety of terms, alongside detailed definitions, misconceptions to avoid and full explanations to support your own knowledge and teaching practice.

There are links to simplified video explanations and a promise of classroom practice videos to be added to the resource soon.

Find the full pdf glossary at:

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

Terms	Definitions, misconceptions and explanations (over pages)	Video explanation	Classroom practice video
Whisk and whisk	<b>Definition</b> Whisk and whisk eg. the cat, an apple, a coat. The + definite article (a) know which one! Also = definite article (a) but used which one or refers to any of the two! <b>Homophones</b> eg. some people, many people, few people, several people, all people, no people, each person, every person, any people <b>Whisk and whisk</b> (Pronunciation) eg. my cat, the cat, her cat, your cat, their cat, our cat, his cat	<a href="#">Video link</a>	<a href="#">Video link</a>
Homophones	<b>Definition</b> Homophones are words that sounds the same, but they mean different things and are spelled differently. e.g. No, two and too	<a href="#">Video link</a>	<a href="#">Video link</a>
Modal verbs	<b>Definition</b> Modal verbs are auxiliary (help) verbs that show what you can do, what you should do, what you are allowed to do, what you must do. <b>Avoid this misconception</b> Many think that 'can' and 'may' are interchangeable. This is wrong. 'Can' is used for ability and 'may' is used for permission.	<a href="#">Video link</a>	<a href="#">Video link</a>

### Let's explore

#### Past progressive

The past progressive tense is formed by combining past being verbs (acting as auxiliary verbs) + present participles (verbs ending in -ing)

e.g.

'to be' (past)	present participle	past progressive form
was	singing	was singing
were	writing	were writing