

Forgetting, Foreign Languages, & The Faff Of Non-Uniform Day...

Hands up if you'd forgotten about Ebbinghaus' forgetting curve? Or perhaps you've never come across the phrase in the first place? Those of you who have been using Teacher Tapp for a long time will know we've featured two blog posts about it – in fact, one was the very first blog post tip ever!

So, though just 38% of you said you'd heard of it last week, 60% of you who we can see read at least one of those blog posts could recall it. Proof that reading Teacher Tapp tips makes you smarter!

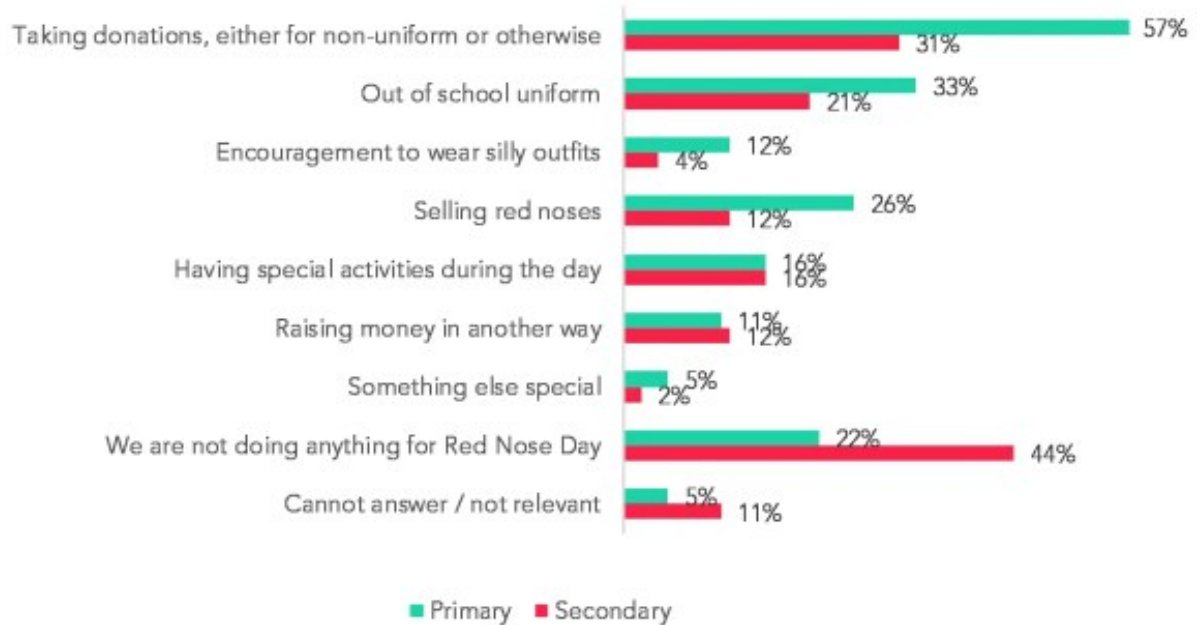
Today's questions come from a teacher conducting a NPQML project. Have you heard of the following concepts (tick all that apply)?

	Primary	English	Maths	Science	Humanities or social sciences	Languages	Creative or practical arts, including D&T	Other (including PE)
Ebbinghaus forgetting curve	19%	44%	57%	55%	46%	49%	21%	34%

Red nose, anyone?

Another week, another day where parents dress up children in unusual outfits. This time it was Red Nose Day, which most primary and secondary schools were celebrating in some way, including selling red noses even though children are not so happy about the use of plastic.

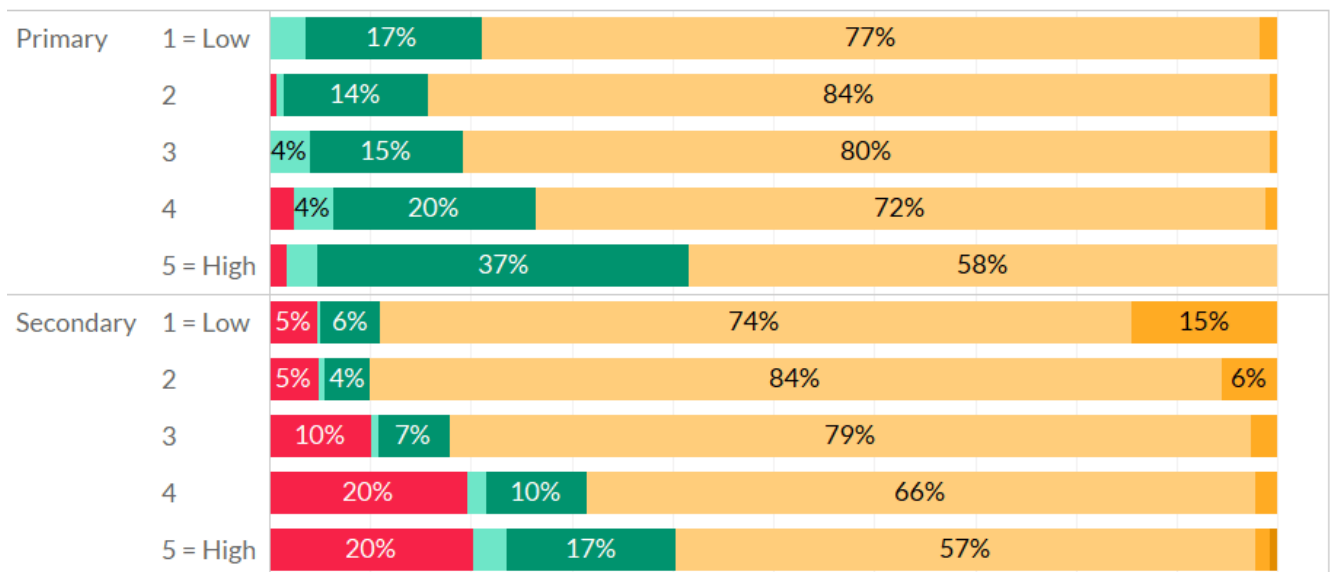
Red Nose Day activities



Schools have tended to charge £1 for out of school uniform day FOREVER! Given the rate of inflation, it is surprising that schools are still tending to charge £1 for out-of-uniform days, which was a standard charge even twenty years ago!

You can see differences by types of communities served: the only schools to have broken the £1 barrier are low-FSM secondary schools. Many high-FSM schools charge less than £1.

Lots of schools have non-uniform days in order to raise charity. How much does your school charge pupils for non-uniform?

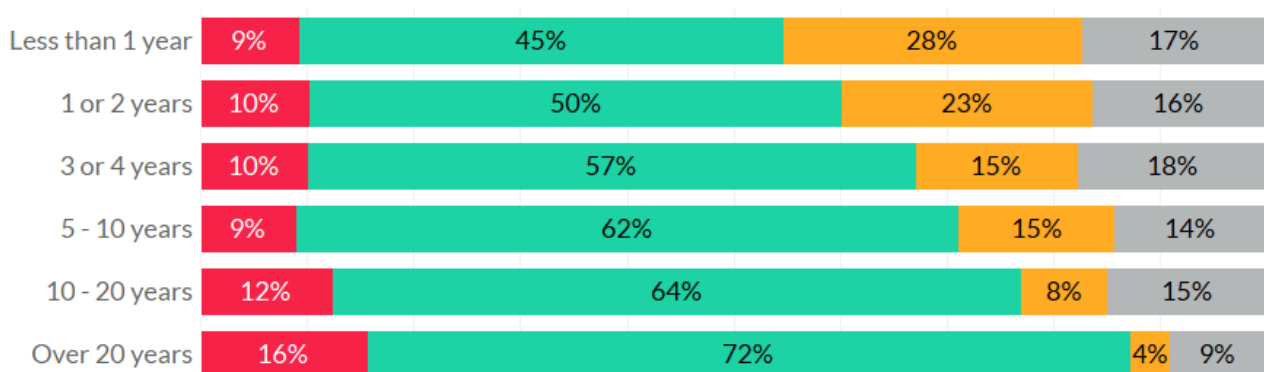


Answer Text

- Upwards of £3
- £2 - £2.99
- £1 - £1.99
- 1p to 99p
- £0 - we have non-uniform day but never charge
- £0 - we never have non-uniform day

Do teachers think there are too many out-of-school uniform days? (like Becky does)? It turns out newbie teachers LOVE them and want more of them. It's the more experienced teachers who seem a little less enthusiastic. (And it was good to see that almost every single headteacher felt they had EXACTLY the right number. Phew!)

Thinking about the out-of-school uniform days at your school. Do you feel you currently have?



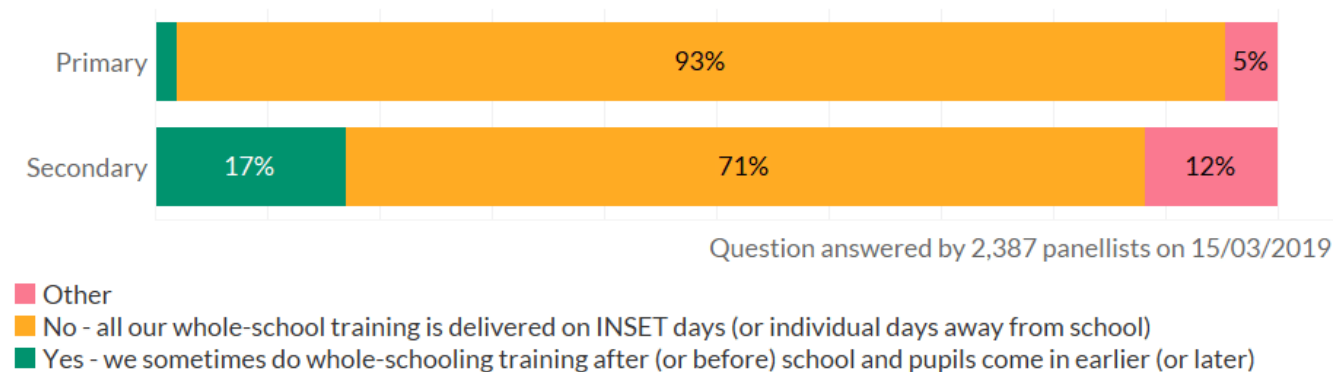
- I have no view on out-of-school uniform days
- Too few
- About the right amount
- Too many

Breaking up the Baker days...

Many of you are old enough to remember the introduction of 'Baker days', as part of the 1988 reforms, in which the government STOLE 5 days of teacher holiday to force them to do collective professional development.

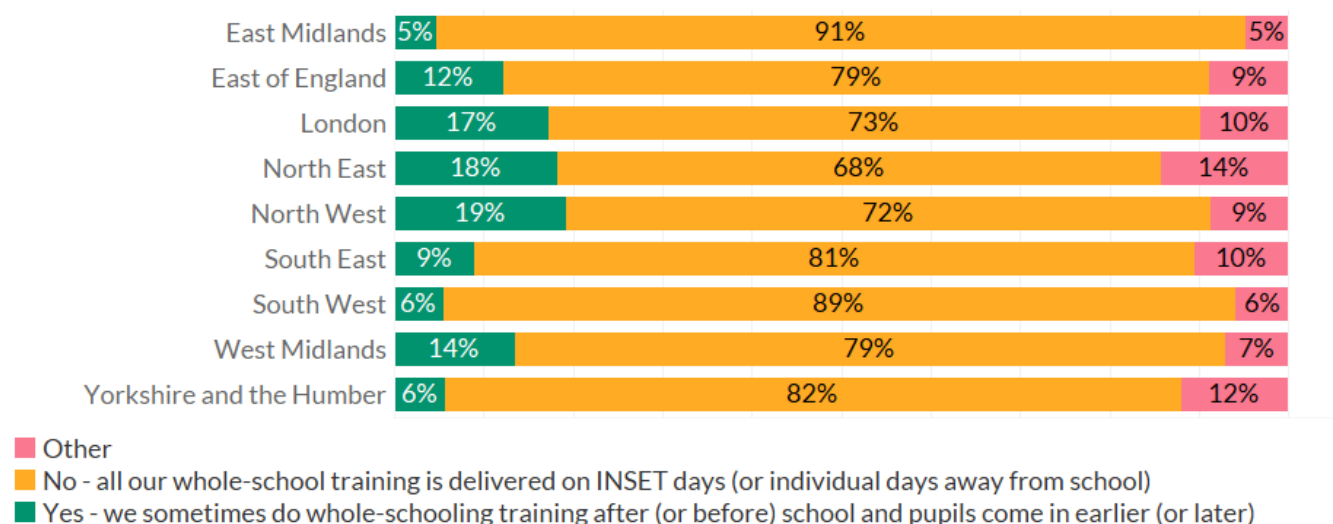
Since then, things have changed a bit, and we've noticed that secondary schools have started switching to other CPD arrangements, such as after-school twilight sessions.

Does your school ever have pupils come in late, or go home early, so there is time for whole-school staff training/CPD?



This new fad seems more common in some regions than others. Is this an example of ideas spreading among local schools, or is someone advising schools to switch? (Or is it related to transport?!)

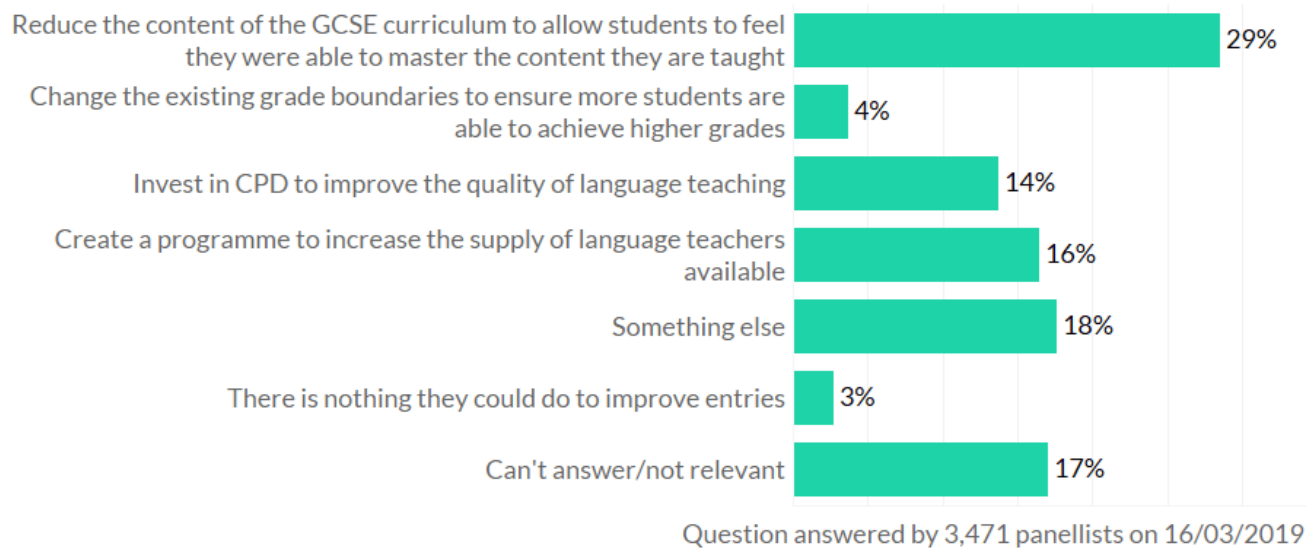
Does your school ever have pupils come in late, or go home early, so there is time for whole-school staff training/CPD?



Un poco más español por favor

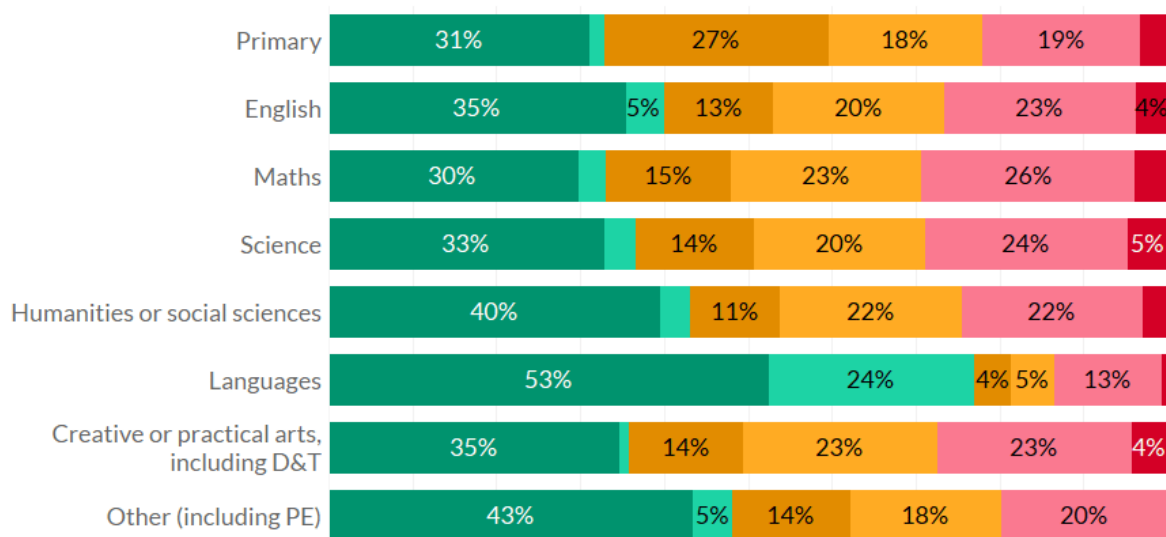
The EBacc has done little to stem the [long-term decline in GCSE languages](https://teachertapp.com/articles/foreign-languages-uniform-charity-days-forgetting-tips-smarter/) in schools. Can anything else be done? Most of you hear students talk about how languages are 'too hard', so you felt that reducing the content of the GCSE curriculum might encourage take-up.

GCSE language entries continue to decline in England. What is the ***most*** important thing that the Government could do to encourage greater language take-up at GCSE?



The linguists overwhelming agree the 'difficulty' of the GCSE is an issue. A quarter of them would prioritise simply adjusting grade boundaries to ensure students stood an equal chance of achieving as good a grade as they do in other subjects.

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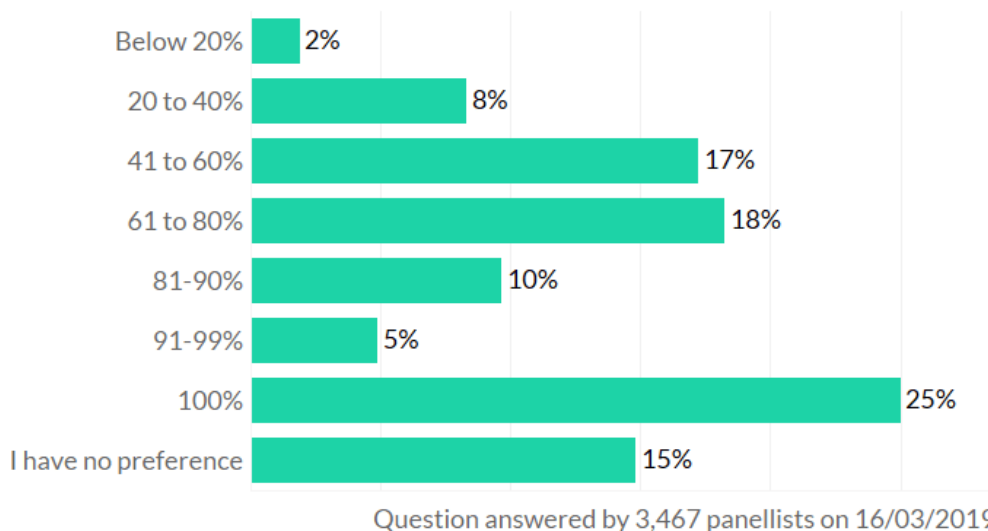
Answer Text

- There is nothing they could do to improve entries
- Something else
- Create a programme to increase the supply of language teachers available
- Invest in CPD to improve the quality of language teaching
- Change the existing grade boundaries to ensure more students are able to achieve higher grades
- Reduce the content of the GCSE curriculum to allow students to feel they were able to master the content they are taught

Just [47% of students](#) now study a modern language to GCSE. The majority of you feel this

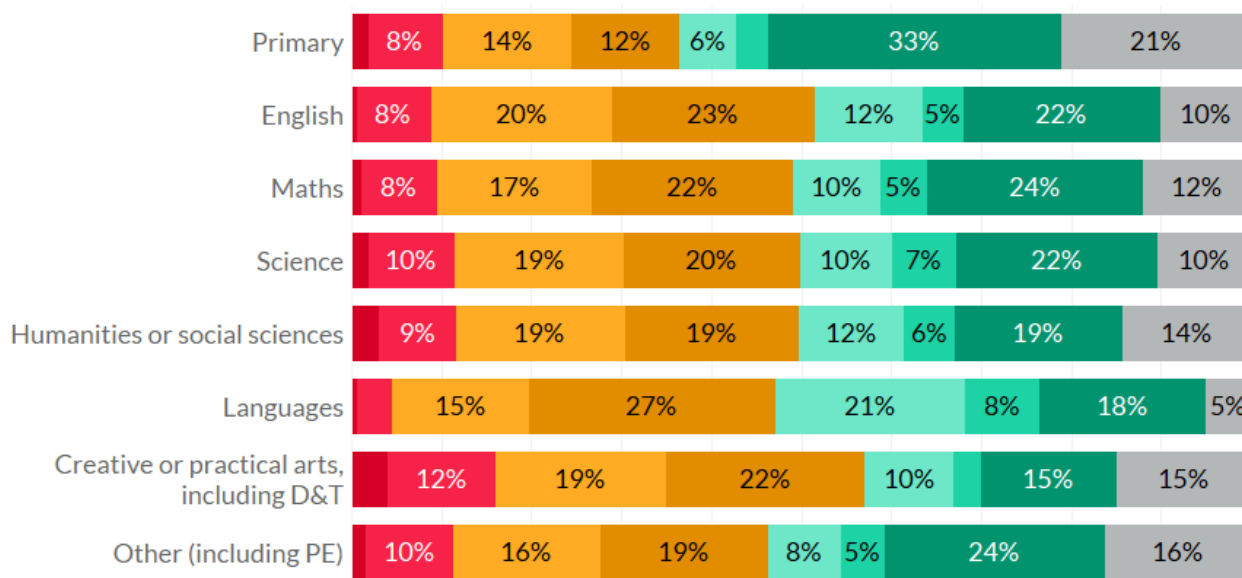
figure should be higher.

What proportion of pupils do you think should study a language to 16?



Surprisingly, our primary teachers are most likely to believe everyone should study a language to 16. Whereas our linguists aren't so different to others in their beliefs about how many should study languages.

What proportion of pupils do you think should study a language to 16?



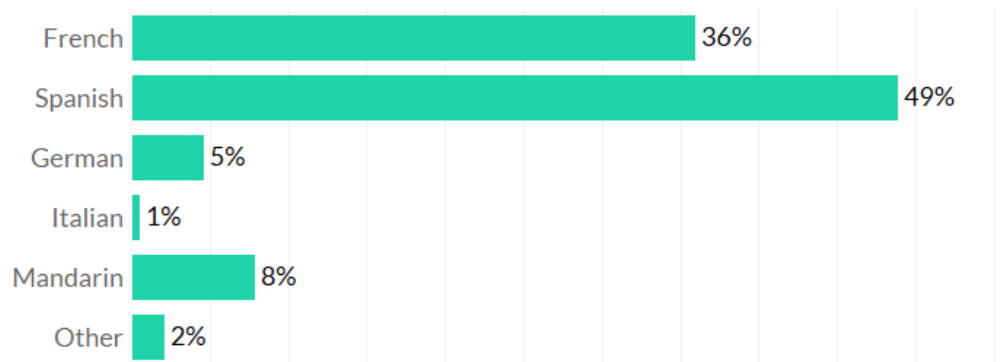
Answer Text

- I have no preference
- 100%
- 91-99%
- 81-90%
- 61 to 80%
- 41 to 60%
- 20 to 40%
- Below 20%

One strange dilemma for language departments is that primary students show up at secondary school having learned a variety of different languages to different levels. It isn't possible to accommodate this, so it is an area where coordination would seem to be a good idea.

Which language should we pick? SPANISH! (Though once again the linguists disagreed and opted for French.)

If all primary schools were forced to teach one modern foreign language, which should it be?



Question answered by 3,173 panellists on 16/03/2019

And finally, we know you love the daily tips so here's a reminder of last week's...

[What neuroscience should teachers know?](#)

[Doug Lemov's review of Forgetting How To Read](#)

[What does it mean to really understand?](#)

[Unplanned seating \(an experiment\)](#)

[Kirschner, Sweller, & Clark: seminal argument against discovery learning](#)

[Why forgetting is important](#)