

Contents

| | |
|---|----|
| Foreword | ix |
| Introduction <i>Jill Bourne</i> | 1 |
| Part I Setting the context | |
| 1 Primary practice in historical context <i>Brian Simon</i> | 7 |
| 2 Analysing practice <i>Robin Alexander</i> | 16 |
| 3 What we know about effective primary teaching <i>Caroline Gipps</i> | 22 |
| Part II Managing learning and the curriculum | |
| 4 Managing learning in the primary classroom <i>Neville Bennett</i> | 43 |
| 5 Negotiating learning, negotiating control <i>Maurice Galton</i> | 53 |
| 6 The use of primary teachers' time: some implications for beginning teachers <i>R.J. Campbell and S.R. St J. Neill</i> | 67 |
| Part III Developing the curriculum | |
| 7 Language in educational practice <i>Neil Mercer</i> | 85 |
| 8 Perceptions of process and content in the science curriculum <i>Patricia Murphy and Eileen Scanlon</i> | 99 |

| | | |
|----|--|-----|
| 9 | Learning about grammar <i>Pam Czerniewska</i> | 120 |
| 10 | Issues for curriculum development in primary mathematics <i>Hilary Shuard</i> | 130 |
| 11 | Teaching the arts <i>The Arts in School Project Team</i> | 138 |
| 12 | History and geography in the primary curriculum <i>Alan Blyth</i> | 148 |
| 13 | Learning design and technology in primary schools <i>A. Anning</i> | 157 |
| 14 | Chances of a lifetime: exceptional educational events <i>Peter Woods</i> | 168 |

Part IV Critical approaches to assessment

| | | |
|----|---|-----|
| 15 | Another way of looking <i>Michael Armstrong</i> | 181 |
| 16 | Assessment and gender <i>Patricia Murphy</i> | 191 |
| 17 | Bilingualism and assessment <i>Eve Gregory and Clare Kelly</i> | 197 |
| 18 | A question of ability <i>Jill Bourne</i> | 212 |

Part V Classroom studies

| | | |
|----|--|-----|
| 19 | Creativity and conventional reality <i>Ronald King</i> | 225 |
| 20 | Coping strategies and the multiplication of differentiation in infant classrooms <i>Andrew Pollard</i> | 232 |
| 21 | Making sense of reading <i>Colin Mills</i> | 243 |

Part VI Pupils' perceptions of primary practice

| | | |
|----|--|-----|
| 22 | How to be a 'good pupil': perceptions of boys and girls in primary school science classes <i>Clayton MacKenzie</i> | 261 |
|----|--|-----|

| | | |
|----|---|-----|
| 23 | Pupils' views of management <i>E.C. Wragg</i> | 269 |
| 24 | Managing the primary teacher's role <i>Peter Woods</i> | 276 |
| | Acknowledgements | 289 |
| | Notes on sources | 291 |
| | Index | 293 |