

EDU007 - Measuring educational achievement

Objective: Interpret attainment gaps using the correct population, measure and period.

Enquiry question: How can we read attainment evidence without making false claims?

Teacher delivery guidance

This lesson is designed for 90 minutes and follows Connect & Check, Share, Present, Apply, Recall & Review.

The key pedagogy is to prevent learners from moving too quickly from a visible pattern to a causal explanation. Require mechanism language in spoken and written responses.

Sociological background

Pattern is not explanation. A table can show that one group has a higher or lower result. It does not, by itself, tell us why that pattern exists.

The denominator matters. A percentage only makes sense when we know who is included. Compare like with like before explaining a gap.

Time matters. A one-year gap may be unusual, stable or changing. Trend evidence is stronger than a single snapshot.

Groups are not homogeneous. Class, gender, ethnicity, region, school type and prior attainment can overlap. Avoid treating a group average as a whole group story.

Questioning prompts

- What is the evidence actually showing?
- Which population is being compared?
- What mechanism connects the factor to achievement?
- What alternative explanation could fit the same pattern?
- How would this be expressed as AO1/AO2/AO3?

Expected responses

Strong responses use precise sociological language, avoid blaming groups, explain a pathway, and qualify conclusions using evidence and limitations.