



## Professor Peter Tymms Masterclass

The seminar offered by Peter focused on the extent to which teacher assessment lies at the heart of teaching but questions whether it should lie at the heart of certification.

On the one hand it is argued that teacher assessment is unfair because teachers vary and can be unreliable and biased. On the other it is said that exams are simply a snapshot of pressurised bursts of activity that are unrepresentative of the work that can really be done. Given these opposing positions it seems nearly possible to find a sensible way forward. This seminar examined the evidence base of the two opposing camps.

## Biography

After taking a degree in Natural Sciences Peter Tymms taught in a wide variety of schools from Central Africa to the north-east of England before starting an academic career.

He was “Lecturer in Performance Indicators” at Moray House, Edinburgh before moving to Newcastle University and then to Durham University where he is presently Professor of Education.

He is one of the three editors of the Journal of Early Childhood Research.

His main research interests include monitoring, assessment, ADHD, reading and research methodology. He devised the PIPS project, which is designed to monitor the affective and cognitive progress of children through primary schools starting with a computer adaptive on-entry baseline assessment. As Director of the CEM Centre, he is responsible for projects monitoring the progress and attitudes of pupils in thousands of schools across the UK and beyond. The CEM Centre is the largest educational research group in a UK university with a staff of 70.

## Recent Publications

### Books authored

- **Ndaji, F. & Tymms, P.** 2009. *The P Scales: Assessing the Progress of Children with Special Educational Needs*. Wiley-Blackwell.
- **P. Tymms** 1999. *Baseline Assessment and Monitoring in Primary Schools*. David Fulton Publishers.

### Books: edited

- Newton, P., Baird, J-A., Goldstein, H, Patrick, H. & **Tymms, P.** 2008. Techniques for monitoring the comparability of examination standards. London: Qualifications and Curriculum Authority.

### Journal papers (Academic)

- **Tymms, P.B.**, Jones, P., Albone, S. & Henderson, B. 2009. The first seven years at school. *Educational Assessment, Evaluation and Accountability* **21**(1): 67-80.
- Hassan, A., **Tymms, P.** & Ismail, H. 2008. Academic productivity as perceived by Malaysian academics. *Journal of Higher Education Policy and Management* **30**(3): 283-296.