

Dr Thomas Perry

Assistant Professor, Department for Education Studies, University of Warwick (September 2021 – present)

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Dr Perry's research and teaching are focused on the use of research and evidence to improve education policy and practice. He has specialist methodological expertise relating to systematic review and evidence synthesis; quantitative methods and secondary data analysis; evaluation, improvement and enquiry; social scientific methodology; and knowledge mobilisation, exchange and use. Substantive topics of particular interest featuring in his research include structural reform, inequalities, accountability, school improvement and professional development.

Research led by Dr Perry has been cited widely and internationally including by UNESCO, a UK Parliament Briefing, the Young Lives International Study, FFT Education Datalab, and the EEF. His work has featured in national news media including in the Times Educational Supplement; SchoolsWeek and BBC Radio 4.

His current roles, affiliations and memberships include:

- External Examiner, MSc Educational Research, University of Exeter – (February 2020 to present)
- Senior Research Associate, Centre for the Use of Research and Evidence in Education (CUREE)
- Fellow, Higher Education Academy (Aug 2018 to present)
- Professional Affiliate, Chartered College of Teaching (July 2018 to present)
- Accredited researcher, Office for National Statistics (ONS) (May 2019 to present)
- TASO Panel of Evaluators member (December 2021 to present)
- Fellow of the Warwick Institute of Engagement (February 2022 to 2024)

Previous Employment

Programme Director and Lecturer – Educational Leadership, University of Birmingham (Sep 2018 to Aug 2021)

Teaching Fellow and Visiting Lecturer – MA Social Research Methods (2015-2018), MA School Improvement and Educational Leadership (Oct 2013 to Aug 2018), University of Birmingham

Research Manager – Centre for the Use of Research and Evidence in Education (CUREE) (Oct 2016 to Aug 2018)

Research Fellow – University of Birmingham, (January to June 2016)

Research Associate – Durham University, (July 2014 to 2016),

KS2 classroom teacher and private tutor – Sandwell and Dudley Local Authorities (Sep 2008 to Aug 2012)

Previous roles, affiliations and memberships include:

- EEF Evaluation Panel Member, Consortium Team Leader and Peer Reviewer (Nov 2018 to Aug 2021)
- Editorial board member – Educational Review (March 2018 to Aug 2021)
- Associate Researcher – Centre for the Use of Research and Evidence in Education (Sep 2018 to Aug 2021)
- Head of Research and Knowledge Transfer – Department for Teacher Education, University of Birmingham (Jan 2020 – Aug 2021)
- Associate Analyst – Department for Education (Quantitative Research and Secondary Data Analysis specialism) (June 2016 to Mar 2021)

Academic Qualifications

PhD Education and PGCARMS (Advanced Research Methods and Skills) – University of Birmingham, 2012- 2016

PGCE (Secondary Business Education) – University of Warwick, 2007- 2008

MSc Economics (*Distinction*), BSc Economics (*1st Class Honours*) – University of Leicester, 2003-2007

Selected Research Projects and Funding Overview

I have led and/or worked on a diverse range of research projects, with a combined value of £1.7m:

(Key: PI = Principal Investigator, CI = Co-Investigator, RM = Research Manager, A = Advisory)

- 2022 STEM Learning Science Leadership Benchmark Development (£43.9k, A)
- 2022 BERA The State of the Discipline: UK HE Education Research Survey 2022 (£49.8k, co-PI)
- 2022 Equality and Human Rights Commission - Strategic Equality Plans in Educational Settings Review (5.5k, A)
- 2022 Trying out teaching: examining a new approach to tackling the teacher shortage in England (£26.1k, CI)
- 2021 British Council Evidence Review of Effective CPD in Overseas Development Aid Countries (£10k, A)
- 2020-21, EEF Systematic Review of Cognitive Science Approaches in the Classroom (£82k, Principal Investigator)
- 2020 Teacher Education Modality Rapid Review for STEM Learning (£10.8k, PI)
- 2020, Aimhigher West Midlands – Evaluation of Maths Outreach Support (£10k, PI)
- 2019-20, Exclusion of autistic children and young people: understanding causes and developing and disseminating a local-authority level model of best practice (£99.4k, CI)
- 2019-21, Educational Disadvantage: Towards an Interdisciplinary Understanding (£12.3k, CI)
- 2019-20, Migrant children with SEND – exploring schools' data and information needs (£9k, CI)
- 2018-20, Paul Hamlyn Foundation (PHF) Teacher Development Fund (£114k, CI)
- 2017-19, DfE School Strategic Improvement Fund (SSIF) – Evaluation lead working to develop monitoring and evaluation approaches across seven SSIF programmes (£274.8k, Research Manager)
- 2017-18, The National Gallery - City Year Project Evaluation (£6.3k, RM)

- 2017-18, Paul Hamlyn Foundation (PHF) Teacher Development Fund Pilot (£157.0k, CI)
- 2017-18, IDB Review of International Teacher Evaluation Systems (\$40k, RM)
- 2017-18, Wellcome Subject-Specific CPD Rapid Evidence Review (£60.1k, CI)
- 2017, Review of STEM Learning's Impact Toolkit (£2.3k, RM)
- 2016-18, Education International, Teacher Professional Identities Comparative Review (€35.7k, CI)
- 2016-17, Year 4 of British Film Institute Into Film 5-19 Programme Evaluation (£25.2k, CI)
- 2016-17, STEM Learning ENTHUSE Partnership Programme (EPP) Evaluation (£16.3k, RM)
- 2016-18, DfE Workload Challenge Data Management R&D - Research Consultancy (£5.3k, RM)
- 2015-16, EEF Pilot Evaluation of IRIS-Connect (£62k, CI)
- 2012-16, ESRC PhD Studentship with enhanced Advanced Quantitative Methods stipend (£40.5k, PI)

Teaching and Doctoral Supervision

- Foundation Research Methods (core module for all MA students), PGT, Module Leader
- Educational Improvement: Research and Evidence Informed Approaches, PGT, Module Leader
- Advanced Research Methods, teaching seminars on systematic review and synthesis, and research design.

I currently supervise the following doctoral students:

- Guerin, C. – (PhD) (Lead Supervisor) – The Assessment and Reporting System within a Multi Academy Trust: Intentions and interpretations
- Emmerson, S – (EdD) (Lead Supervisor) – School-Based Teacher Educators professional identities and contributions to school improvement
- Sinclair, B. – (PhD) (Second supervisor) – Acceptance and Commitment Training for Promoting Mathematical Resilience and Addressing Mathematics Anxiety: Product Development and Randomised Control Trial.
- Stanway, J. – (EdD) (Second supervisor) – Leadership identity and development: an auto-ethnographic study
- Martin, P. – (PhD) (Second supervisor) – Impact of Widening Participation Interventions

Previous doctoral supervisions (all awarded):

- Ecoeur, J. – Academic Middle Managers Leadership for learning role in college-based HE (EdD, Co-Supervisor)
- Entwistle, C. – Creating new from old: exploring the lived experiences of secondary school senior leaders implementing change within sponsored academies in disadvantaged communities in England (EdD, Co-Supervisor)

Selected Keynotes, Invited Presentations and Other Teaching Experience

- On the translation and application of research (inc. cognitive science) in policy and practice:
 - Keynote – Churchie Research Centre and the University of Queensland Science of Learning Research Centre – Teachmeet event open to all schools in Queensland Australia (Sep 2021).
 - Keynote – University of Birmingham School, Rush Hour Research (July 2021)
 - Presenter – ResearchED National Conference, London (September 2021)
 - Keynote – Centre for Teacher Education, University of Warwick (Dec 2021)
 - Presenter – Centre for Educational Neuroscience, Birkbeck University of London – UCL IOE (Nov 2021)
 - Keynote – Centre for Innovation and Research in Learning (CIRL), Eton College (Nov 2021)
 - Speaker on several podcasts: EEF 'Evidence in Action' Talking Points Podcast (Aug 2021); Pearson 'View from the Laboratory' (Feb 2022); SecEd 'Retrieval Practice: Knowledge retention' (March 2022)
- On education and social research methodology and the education research field:
 - Keynote – University of Birmingham PG Conference (Nov 2021) – On the unification of education research through inter-disciplinary, mixed methods, academic-praxis and organisational connections.
- On education policy and structural reform:
 - Co-Presenter – Invited paper delivered to BELMAS Structural Reform Research Interest Group (RIG) – Evidence and Reflections on the Free Schools policy in England, with Dr Rebecca Morris. (May 2021)
 - Invited expert panel member – Schools and Academies Show 2020, speaking alongside leading academic and policy experts in a discussion of education policy on academisation and the school system.
 - Invited keynote and chair – InsideGovernment. I presented and led discussions about accountability measures between representatives of Ofsted, NAHT, NFER and executive and senior school leaders. (2019)
 - Invited speaker – University of Oxford, Quantitative Methods Hub – On Pupil School Mobility (Nov 2021)
- I was invited and commissioned to deliver a 7-seminar 'Introduction to Research Methods in Education' course to all research-active/engaged staff at the National Association for Special Educational Needs (NASEN) (Spring 2021)
- *Education Research That Matters* FutureLearn MOOC – I created and led two teaching weeks for two MOOCs developed through a partnership between UoB and the Chartered College of Teaching (CCT), one on Measuring Progress and Evidence-Informed Education, another on Research Synthesis and Review. They both had approximately 3000 teachers and school leaders enrol and both were highly rated (4.7 and 4.8/5.0).

Knowledge Exchange and Academic Citizenship

- Invited guest co-editor of a special issue of *Educational Research and Evaluation* on replication study (2021).
- Advisory group member, Education Development Trust (EDT) Teacher Development Advisory Panel, providing strategic guidance and challenge to the Teacher Development Programme (ECF and new NPQs).
- Advisory group member, social science ReplicationWiki
- Advisory group member, Research into the competitive effects of free schools on student outcomes in neighbouring schools by the Institute of Education, UCL, funded by the Nuffield Foundation. (2021 to present)
- Steering group member, Widening Participation HEAT database Outreach Coverage project (2020 to 2021)
- I provided an expert witness statement about the validity, use and interpretation of Progress 8 performance data for a 2019 Employment Tribunal case by the Teachers' Regulation Agency investigating examination malpractice.
- I have been a PhD viva external examiner (Durham), and chair (Birmingham)
- I have been an external postdoctoral fellowship grant application assessor for the NINE ESRC DTP.
- I have reviewed for *International Journal of Research & Method in Education*, *School Effectiveness and School Improvement*, *British Educational Research Journal*, *Review of Education*, *Educational Policy*, *Educational Research and Evaluation*, *Oxford Review of Education*, *Cambridge Journal for Education*, *Public Finance Review*, *Journal of Professional Capital and Community*, *Education 3-13*, *Frontiers in Education*, *Paedagogica Historica*, *Bloomsbury* and *Harvard Education Press*.

Publications

Peer Reviewed Journal Articles

I have published in a range of high impact journals, as below, with H Index and quartile provided in parentheses:

- *British Educational Research Journal* (89, Q1)
- *Educational Review* (48, Q1)
- *School Effectiveness and School Improvement* (55, Q1)
- *International Journal of Educational Research* (63, Q1)
- *Research Papers in Education* (43, Q1)
- *Educational Management Administration & Leadership* (43, Q1)
- *European Journal of Special Needs Education* (44, Q1)
- *Cambridge Journal of Education* (58, Q1)
- *Education Sciences* (19, Q2)
- *Review of Education* (New BERA journal – unlisted on SJR)
- *Educational Research and Evaluation* (35, Q2)

Perry, T., & See, B. H. (2022). Replication study in education. *Educational Research and Evaluation*, 27(1-2), 1-7. <https://doi.org/10.1080/13803611.2021.2022307>

Perry, T., Morris, R., & Lea, R. (2022). A decade of replication study in education? A mapping review (2011–2020). *Educational Research and Evaluation*, 27(1-2), 12-34. <https://doi.org/10.1080/13803611.2021.2022315>

Morris, R., Perry, T., & Wardle, L. (2021). Formative assessment and feedback for learning in higher education: A systematic review. *Review of Education*, 9(3) e3292, 1-26. <https://doi.org/10.1002/rev3.3292>

Perry, T., Findon, M., & Cordingley, P. (2021). Remote and blended teacher education: A rapid review. *Education Sciences*, 11(8), 453, 1-42. <https://www.mdpi.com/2227-7102/11/8/453>

Jørgensen, C. R., & Perry, T. (2021). Understanding school mobility and mobile pupils in England. *British Educational Research Journal*, 47(5), 1139-1157. <https://doi.org/10.1002/berj.3718>

Perry, T., Davies, P., & Brady, J. (2020). Using video clubs to develop teachers' thinking and practice in oral feedback and dialogic teaching. *Cambridge Journal of Education*, 50(5), 615-637. <https://doi.org/10.1080/0305764X.2020.1752619>

Jørgensen, C. R., Dobson, G., & Perry, T. (2021). Migrant children with special educational needs in European schools—a review of current issues and approaches. *European Journal of Special Needs Education*, 36(3), 438-453. <https://doi.org/10.1080/08856257.2020.1762988>

Davies, P., Diamond, C., & Perry, T. (2021). Implications of autonomy and networks for costs and inclusion: Comparing patterns of school spending under different governance systems. *Educational Management Administration & Leadership*, 49(1), 128-144. <https://doi.org/10.1177/1741143219888738>

Perry, T. (2019). 'Phantom' compositional effects in English school value-added measures: the consequences of random baseline measurement error. *Research Papers in Education*, 34(2), 239-262. <https://doi.org/10.1080/02671522.2018.1424926>

Morris, R., & Perry, T. (2019). Private schools for free? Parents' reasons for choosing a new Free School for their child. *Cambridge Journal of Education*, 49(5), 535-552. <https://doi.org/10.1080/0305764X.2019.1571561>

Perry, T., Davies, P., & Qiu, T. (2018). Great grade expectations? The role of pupil expectations in target setting. *International Journal of Educational Research*, 89, 139-152. <https://doi.org/10.1016/j.ijer.2017.10.010>

Perry, T. (2017). Inter-method reliability of school effectiveness measures: a comparison of value-added and regression discontinuity estimates. *School Effectiveness and School Improvement*, 28(1), 22-38. <http://dx.doi.org/10.1080/09243453.2016.1203799>

Morris, R., & Perry, T. (2017). Reframing the English grammar schools debate. *Educational Review*, 69(1), 1-24. <http://dx.doi.org/10.1080/00131911.2016.1184132>

Perry, T. (2016). English value-added measures: Examining the limitations of school performance measurement. *British Educational Research Journal*, 42(6), 1056-1080. <http://dx.doi.org/10.1002/berj.3247>

Books

Perry, T. & Morris, R. (In press, due 2022). Evidence-Informed Education: A Critical Guide Through a Divided Field. *Open University Press/McGraw Hill Education*. [208 pages]

Commissioned Reports

Perry, T., Lea, R., Jørgensen, C. R., Cordingley, P., Shapiro, K., & Youdell, D. (2021). Cognitive Science in the Classroom. *London: Education Endowment Foundation (EEF)*.

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom> [372 pages]

Jørgensen, C., Dobson, G. & Perry, T. (2021). Supporting Migrant Children with Special Educational Needs. Project Report. <https://www.birmingham.ac.uk/documents/college-social-sciences/education/publications/migrant-children.pdf> [21 pages]

Perry, T., Findon, M., Cordingley, P., Braim, B., Davison, I., Whitmore, T., ... & Crisp, B. (2020). Teacher Education Modality Rapid Review: Modes, Affordances and Evidence on Remote and Blended Initial and Continuing Teacher Education. <https://www.stem.org.uk/news-and-views/news/remote-blended-education> [90 pages]

Ashley, L. D., Skinner, R., Meyer, A., & Perry, T. (2020). Private education and disadvantaged children in India: A literature review of three models of private school provision. Save the Children. In *UKFIET: The Education and Development Forum*. <https://resourcecentre.savethechildren.net/library/private-education-and-disadvantaged-children-india-literature-review-three-models-private> [60 pages]

Perry, T., Morris, R., & Abdi, S. (2020) Aimhigher Plus West Midlands Maths Outreach Project – Evaluation Report, Short Report and Executive Summary. Available on request. [44 pages]

CUREE (2019). Teacher Development Fund: Embedding learning through the arts in the primary curriculum. Paul Hamlyn Foundation. <https://www.phf.org.uk/publications/teacher-development-fund-pilot-programme-2016-18-evaluation/> [28 pages]

Cordingley, P., Crisp, B., Johns, P., Perry, T., Campbell, C., & Bell, M. (2019) Constructing Teachers' Professional Identities. https://issuu.com/educationinternational/docs/2019_ei_research_constructing_teach [118 pages]

Perry, T., Cordingley, P., Johns, P., & Bradbury, M. (2018) International Review of Teacher Evaluation Systems: Executive Summary, Main Report, Technical Report and System Case Studies. Prepared for the Inter-American Development Bank (IDB). Available on request. [99 pages]

Cordingley, P., Greany, T., Crisp, B., Seleznyov, S., Bradbury, M., & Perry, T. (2018). Developing Great Subject Teaching: Rapid Evidence Review of Subject-Specific Continuing Professional Development in the UK. Wellcome Trust. <http://www.curee.co.uk/node/5032> [53 pages]

King, M., Agboola, K., Perry, T. and Bradbury, M. (2018) Workload Challenge: KS5 data research report. DfE: London (Report from Hatcham College). <https://www.gov.uk/government/publications/teacher-workload-challenge-school-research-project-reports> [26 pages]

CUREE (2017). External Evaluation of the ENTHUSE Partnership Programme (EPP) - Final Report, STEM Learning. <https://www.stem.org.uk/sites/default/files/pages/downloads/ENTHUSE-partnerships-programme-final-report.pdf> [41 pages]

Davies, P., Perry, T. & Kirkman, J. (2017). IRIS Connect: Developing classroom dialogue and formative feedback through collective video reflection Evaluation report and executive summary.

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/iris-connect> [110 pages]

CUREE (2016). Paul Hamlyn Foundation Teacher Development Fund Pilot Evaluation – Year 1.

<https://www.phf.org.uk/publications/teacher-development-fund-year-1-pilot-evaluation/> [18 pages]

Invited Chapters in Edited Collections

Perry, T. (In Press, due 2022). The educational achievement of Birmingham's children 2002-2018. In Diamond, C. (Ed.) 'Lessons in urban education leadership and policy from the Trojan Horse affair'. Crown House. [14 pages]

Perry, T. (2022) School value-added measures: Undertaking policy- and practice-relevant methodological research. In Siddiqui, N. and Gorard, S. (Eds) *Making your doctoral research project ambitious: Developing Large-Scale Studies with Real-World Impact*, Abingdon: Routledge [16 pages]

Morris, R., Perry, T. & Asquith, S. (2020) The Opportunities and Challenges of Leaders Using Evidence in Education. In Gorard, S. (Ed.) *Getting evidence into education*. London: Routledge [15 pages]

Rogers, K. I. & Perry, T. (2015). Exploring the Impact of Sentencing Factors on Sentencing Domestic Burglary. Exploring Sentencing Practice in England and Wales. England: Palgrave. [22 pages]

Reports and Other Research Publications

Perry, T. (2021) Encyclopedia entry: Remote and Blended Teacher Education. Encyclopedia MDPI. <https://encyclopedia.pub/16765> [Open-access scientific encyclopaedia entry, 11 pages]

Jørgensen, C., Perry, T. & Dobson, G. (2020) Migrant children with special educational needs – emerging findings from a recent review and their implications for educational practice. The CCT Education Exchange. <https://my.chartered.college/research-hub/migrant-children-with-special-educational-needs-ai-emerging-findings-from-a-recent-review-and-their-implications-for-educational-practice/>

- Perry, T., Morris, R. & Asquith, S. (2020). Mind the gap: Using evidence in education. BERA Research Intelligence, 144, 28-29. <https://www.bera.ac.uk/publication/autumn-2020> [2 pages]
- Perry, T. (2016). The validity, interpretation and use of school value-added measures (Ph.D. thesis, University of Birmingham, School of Education). <http://etheses.bham.ac.uk/6773/> [327 pages]
- Perry, T. (2013). Graydin Evaluation Report, Project Oracle, University of Birmingham. [52 pages]

Selected Media Publications

NB. For pieces I have not authored, my role in the featured research is indicated in brackets

- Morgan, J. (2021) Is cognitive science a load of trouble? Times Educational Supplement (TES). <https://www.tes.com/magazine/article/cognitive-science-load-trouble> [News feature, PI]
- Perry, T. (2021). What's next for cognitive science in the classroom? Times Educational Supplement (TES). <https://www.tes.com/news/cognitive-science-education-learning-ideas-insights-eff-report>
- Hobbs, A., & Bolan, F. (2021) Distance learning, POSTNote Parliamentary Research Briefing. <https://post.parliament.uk/research-briefings/post-pn-0639/> [Parliamentary briefing informed by commissioned rapid review, PI]
- Perry, T. (2020). Time for a new era for teaching and teacher education. Social Sciences Birmingham Blog. <https://blog.bham.ac.uk/socialsciencesbirmingham/2020/09/23/time-for-a-new-era-for-teaching-and-teacher-education/> [Blog]
- Allen-Kinross, P. (2020). MAT savings slammed as mythical in new report. News Report – Edition 201 Schools Week. <https://schoolsweek.co.uk/mat-savings-slammed-as-mythical-in-new-report/> [News feature, CI]
- Perry, T. (2018). School progress measures are a missed opportunity for a fairer and more informative approach. Social Sciences Birmingham Blog. <https://blog.bham.ac.uk/socialsciencesbirmingham/2018/05/25/school-progress-measures-are-a-missed-opportunity-for-a-fairer-and-more-informative-approach/> [Blog]
- BBC Radio (2018). Expert interview for BBC Radio 4 More or Less programme for a feature on school progress measures. <https://www.bbc.co.uk/programmes/p067kzbn> (from 12:50)
- TES (2018). Schools with low results least likely to prioritise subject-related CPD, report finds. <https://www.tes.com/news/school-news/breaking-news/schools-low-results-least-likely-prioritise-subject-related-cpd> [News feature, CI]
- Robertson, A. (2018). How Progress 8 disguises grammar school pupils' true performance. News Report - Schools Week. <https://schoolsweek.co.uk/how-progress-8-disguises-grammar-school-pupils-true-attainment/> [News feature, PI]
- Perry, T. (2018). Progress 8 is biased towards grammar schools – here's the solution. Expert Piece - Schools Week. <https://schoolsweek.co.uk/progress-8-is-biased-towards-grammar-schools-heres-the-solution/>
- Sanderson, D (2018). Education undervalued in Scotland, teachers say. The Times. 3rd January 2018. <https://www.thetimes.co.uk/edition/scotland/education-undervalued-in-scotland-teachers-say-hrz8znnbk> [News feature, CI]
- Perry, T. (2017). How much confidence should we place in a progress measure? SSAT Blog. <https://www.ssatuk.co.uk/blog/confidence-progress/> [Blog]
- Perry, T. (2017). Why new school performance tables tell us very little about school performance, The Conversation. <https://theconversation.com/why-new-school-performance-tables-tell-us-very-little-about-school-performance-71235> [Blog]
- Perry, T. and Morris, R. (2016). Time for an honest debate about grammar schools. The Conversation. <https://theconversation.com/time-for-an-honest-debate-about-grammar-schools-62370> [Blog]

Selected Conference Presentations

I have presented papers at a large number of academic and professional conferences.

- Perry, T. (2022) What Counts as Good Evidence? Principles for evidence-informed practice. ResearchED Conference, Birmingham. 19th March 2022.
- Perry, T. & Lea, R (2021) Are Cognitive Science Strategies Supported by Evidence from Classroom Trials? In Perry, T. (Chair), What are the implications of Cognitive Science for Classroom Practice and Children's Learning? Theory, evidence and practitioner perspectives. Symposium presented at the British Educational Research Association Conference, Online. 13th to 16th September 2021.
- Morris, R. & Perry, T. (2021) The determinants of educational disadvantage: Towards an interdisciplinary understanding. In Siddiqui, N. (Chair) The causes and effects of educational disadvantages: what should we do?. British Educational Research Association Conference, Online. 13th to 16th September 2021.
- Perry, T. & Cordingley, P. (2021) The Application and Misapplication of Cognitive Science in the Classroom. ResearchED Conference, London. 4th September 2021.
- Perry, T. (2020) Policy and Teacher Identity. In Henry, M. (Chair), Teachers' Professional Identity: Policies, Professional Learning and Leadership. Symposium presented at ICSEI Congress 2020. Marrakech, Morocco. 6th – 10th January 2020.
- Perry, T. (2020) Using Pupil Attitudes to Learning and School Data for School Self-Evaluation. Poster presented at ICSEI Congress 2020. Marrakech, Morocco. 6th – 10th January 2020.

- Perry, T., Crisp, B., Johns, P. & Harrison, R. (2019) Formative Evaluation at Scale: Evidence of and for Improvement from 7 Strategic School Improvement Fund (SSIF) Programmes. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.
- Wrigley, T., Leckie, G. & Perry, T. (2019) Symposium: Accountability in crisis - holding the judges to account. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.
- Johns, P., Cordingley, P., Crisp, B. & Perry, T. (2019) Constructing teachers' professional identities: an international perspective on the role of professional formation and development. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.
- Jørgensen, C., Perry, T., Dobson, G. & Cinotti, A. (2019) Migrant Children with SEND – What Information is Needed to Best Support Them in Schools and How Can It Be Collected? European Conference for Educational Research, Hamburg, Germany. 3rd to 6th September 2019
- Perry, T. & Bradbury, M. (2018) Evaluating English Teacher Evaluation: How does teacher evaluation policy in England compare to international policy, practice and evidence? British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- Cordingley, P., Crisp, B., Perry, T. & Bradbury, M. (2018) Subject-specific and generic CPD in the UK: what this means to schools serving vulnerable communities. British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- Crisp, B., Cordingley, P. & Perry, T. (2018) Continuing Professional Development & Learning and national construction of teachers' professional identities: an international perspective. British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- Perry, T. & Crisp, B. (2017) Embedding Learning through the Arts in the Curriculum: Lessons from the Paul Hamlyn Foundation Teacher Development Fund Pilot Evaluation. British Educational Research Association Conference, Brighton. 5th to 7th September 2017.
- Davies, P., Perry, T. & Brady, J. (2017) Using video clubs to developing teachers' thinking and practice in feedback and dialogic teaching. 17th Biennial EARLI Conference, Tampere, Finland. 29th August to 2nd September 2017.
- Perry, T. (2016). School Effects on Pupil Attitudes to Learning and Schools: Value-added and Regression Discontinuity Estimates. 29th ICSEI Congress 2016. Glasgow, Scotland.
- Perry, T. (2015). Measures of school effectiveness: a test of inter-method reliability. 16th Biennial EARLI Conference 2015. Limassol, Cyprus.
- Perry, T. (2014). Value-added and Accountability: Fit for Purpose?, British Educational Research Association Conference, London. 16th -19th September 2014.