

DAY ONE – THURSDAY 11 JULY

SESSIONS



Connect

Engage

Inspire

Keynote Speaker – Alex Quigley, Education Endowment Foundation

Tackling the biggest challenges for North East schools with evidence-informed practice

Alex takes a tour of the current challenges facing school teachers and leaders, including the issues cited by schools in the North East. Curriculum, exams, literacy, teacher development - what evidence do we actually use to support our judgements when faced with these issues? Alex explores why being evidence informed can enhance our teacher judgement, challenging fads and new initiatives, as well as steering decisions in the classroom and whole-school implementation.

Embedding the research behind how students learn into your curriculum design – Jon Tait, Acklam Grange School

Without a firm understanding of the science and research that underpins how children learn and retain information, we can't deliver a world class curriculum for our students. In this session, Jon Tait will explore the research behind retrieval practice, spacing and interleaving, together with practical tips on how they can be utilised through assessment and the sequencing of lessons to enhance learning when designing your curriculum. Teachers, Heads of Department/Phase and Senior Leaders will all be able to implement these ideas into their lessons, schemes of learning and whole school curriculum design.

Classroom Management - Relationships Are Everything – Jonathan Kay, Hartlepool College of Further Education

Practical advice and approaches for getting the best out of students, regardless of motivation or behaviour. Jonathan Kay will go through a range of simple, easily applied strategies which can be implemented into any classroom at any stage of the academic year.

This session aims to help you analyse current approaches and evaluate their effectiveness in your own classroom and to develop knowledge and understanding of effective classroom management.

Using the Magenta Principles to support retrieval practice – Ben Connor, Carmel College

An introduction to the 'Magenta Principles' (an approach centred on encouraging students to create their own understanding rather than 'receive, recite, regurgitate') and some practical strategies for how to use this approach to support effective retrieval practice.

In this session Ben Connor will look at how you can develop a greater awareness of the principles of retrieval practice and identify simple, low-preparation practical tools to support effective learning.

Establishing and implementing Principles of Teaching – Roger Purdy, St Bede's Catholic School and Sixth Form College

In this session Roger will cover the design and subsequent implementation of school wide, research based, teaching principles and how this has been used in CPD and in the classroom.

The Gateshead Fluency Project – Paula Thompson, Educationgateshead

The session will give an overview of the 2018-19 Gateshead Fluency Project. The project involved 8 Gateshead schools, who implemented a 15 minute small group intervention that aimed to improve fluency and comprehension in Year 2 and 3 pupils. Paula will give an overview of some practical approaches for improving reading fluency.

Simple ways to promote understanding – Noel Hitchcock, St Thomas More Academy

How can we make learning "active"? By embedding low stake testing, summarising and mapping exercise, with a healthy dose of dual coding thrown in, we can help our students begin to connect their learning. This session aims to share evidence based strategies that help promote understanding.

Our journey: coaching not observing; feedback not marking – Colleagues from Bede Burn Primary School

Colleagues from Bede Burn Primary school will explain the changes they've made in school and the impact they have had, from replacing formal observations with coaching, to replacing marking in books with their new feedback books. This reduces teacher workload and more impact on improving teaching, learning and wellbeing. This session will explore the changes made in a one-form entry primary school, and consider whether adopting some of the ideas could have a positive impact for your school.

Putting Character at the Centre of the Curriculum - Mark Barrett, Kingsmeadow School

An introduction to how Kingsmeadow School ensure that Character Learning permeates all aspects of a student's life at the school. It includes, among other things, a description of Kingsmeadow School's innovative KS3 REAL curriculum, integration of Character Traits into their behaviour systems and the use of Character Learning to support the delivery of additional PSHE and CIAG.

This session will let you consider Character Learning as an integral part of a school's curriculum and to begin to consider how Character Learning can be used in different ways and different contexts.

Embedding a cohesive, skill-based approach to literacy preparation, closing the gaps and speech & language support – Kirstie Page, Freelance across the North East

In this session Kirstie Page will discuss how a skill-based approach to literacy preparation can be embedded into planning and provision, creating a cohesive approach and embedding interventions into Quality First Teaching. She will discuss the need to ensure children are ready for phonics and other aspects of literacy acquisition; that 'gaps' relating to vulnerable groups are closed; and that speech, language and other needs addressed are all developmental, skill-based issues. Specifying and quantifying these gaps, needs and the process of readiness is essential, enabling children's next steps to be identified and addressed.

Oracy as a Key Driver for School Improvement - Creating a Whole School Oracy Culture in a School in the North East of England – Julie Gibson, Park View School

In this session Julie Gibson will give an understanding of what is meant by Oracy, the case for Oracy and the research base behind it. She will discuss the impact of Oracy across Park View School – academically, socially and

civically, and also where Oracy fits in the current educational climate. Julie will explore creating an Oracy culture - creating a shared vision and empowering others to lead on Oracy across the school.

Mathematical Variation – Hannah Tennet, St Wilfrid’s RC College

The session will focus on planning using variation theory: Varying the way a concept is initially presented to students and carefully varying practice questions so that mechanical repetition is avoided, and thinking is encouraged. Hannah Tennet will be promoting discussion around varying practice and mechanical repetition and encouraging you to plan and make resources which encourage students to think.

Using a Collaborative Action-Research approach to embed Evidence-Based Practice – Gillian Emery, St Anthony’s Girls’ Catholic Academy

During this short presentation Gillian Emery will look at how collaborative working and Action Research can mobilise the findings of published research reports and embed Evidence-Based Practice.

Starting with Why - Applying Evidence in Assessment & Curriculum – David Greenshields, Emmanuel College

In this workshop David Greenshields will give you the opportunity to engage with evidence in regard to how students learn and how you can plan your curricula and assessment to support this, with the opportunity to share experience, critique perspectives and enter into dialogue with professionals from across the sector as to how best we move forward in both areas.

INSPIRING WOMEN – Nicki Smith, North East Schools Teaching Alliance

In this leadership focused session Nicki Smith will encourage you to be inspired and empowered. She will discuss how to be confident and to take the next leadership steps.

Running a school-based Randomised Control Trial (RCT) - Leadership Lite – David Bailey, Carmel Education Trust

Carmel Education Trust has been working with the Education Endowment Foundation (EEF) and the Wellcome Trust to carry out a large scale randomised control trial into their intervention 'Leadership Lite'. In this session, we will outline the process from developing the idea through to applying for funding and recruitment of the schools.

Metacognition: Introducing, evolving and embedding meta-cognitive practice in classrooms – Alex Fairlamb, Northern Saints Catholic Academy Trust, St Wilfrid’s RC College

In this session Alex Fairlamb will discuss practical tips and strategies which demonstrate the process of introducing metacognition into the classroom and embedding it in the long term. With an evolutionary and scaffolded approach, the process will outline how to introduce metacognition in practical and high impact ways.

Is That A Crystal Maze? – Annette Sowden, St Mary’s RC Primary School

In this session you will hear how changing the curriculum and installing a Biodome increased St Mary’s RC Primary School’s Inclusion. You will discuss how using the Inclusion Quality Mark and STEM can increase opportunities and life skills of the children and the local community.

Effective teaching and learning – Debi Bailey, Walkergate Community School

In this session Debi Bailey will look at developing strategies to support effective teaching and learning.

Celebrating Successful NPQ projects – Stephanie Bingham, NETSP

Recent participants in NPQ programmes will present a synopsis of the impact their school improvement projects, and the impact on pupil outcomes and their leadership development. Stephanie Bingham will Chair the session. From this session you will gain an understanding of the benefits of reflective classroom practice and an understanding the role of classroom practitioners as leaders.

Metacognition: how to use wrappers – Clare Feeney, St Thomas More RC Academy

This session will explain what wrappers are and how they can be used to develop students' metacognition. There will be examples drawn from classroom practice. The session will also refer to Clare Feeney's article on the topic in the TES magazine, October 5th, 2018.

How do we roll out (rather than rush out!) an evidence-informed curriculum in our schools? - Jane Elsworth and Julie Watson, Director and Deputy Director, Huntington Research School

This session will support delegates to reflect on the 'what' and 'why' of an appropriate curriculum for their context. This will include some input on the best ways to retain knowledge and develop student independence. However, evidence suggests that all this great thinking might well be in vain if careful consideration is not given to its effective implementation.

The Early Years Home learning environment - Joe Collin, Programme Manager, EEF

1. What is the early years home learning environment?
2. Does it have a positive impact on all pupils?
3. What specifically makes a good early years home learning environment?
4. How can we improve the early years home learning environment?

Can a metacognitive approach helps students to recall and retain key learning? - Jane Elsworth, Director, Huntington Research School

This session will consider the links between metacognition and memory and offer evidence-informed practical classroom strategies and scaffolds to enable students to strengthen their recall and retention.

Improving Secondary Literacy - Alex Quigley, Senior Associate, EEF

Improving Primary Literacy - TBC

Metacognition and self-regulation - Julie Watson, Deputy Director, Huntington Research School

Improving behaviour in schools - Michelle Long, Director, Bradford Research School

Unexpected findings in education research - Thomas Martell, Regional Lead, EEF