



# Derby Research School CPD Booklet



**Tammy Elward**

Director of Derby  
Research School

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The Derby Research School is now entering its fifth year and we are excited to be able to share with you a whole range of training programmes and immersion days where we support schools in being able to engage with research and translate evidence into tangible next steps for teaching and learning.

Evidence engagement is a hot topic with even Ofsted themselves demonstrating that their new framework is research-based with their most recent publication of the '[Education Inspection Framework: Overview of Research](#).' There is a wealth of research out there about what makes teaching most impactful, particularly for our most vulnerable learners. The role of the Research School Network is to support school leaders and teachers in accessing high quality evidence and implementing it well into classrooms.



**Amy Ford**

Deputy Director of Derby  
Research School

[amyford@satrust.com](mailto:amyford@satrust.com)

This is the EEF mission and we are so pleased that we get to work with such amazing practitioners, schools, MATs and local authorities - all passionate about making a difference for our children and learners. As the Research School has grown, so has our scope and we work increasingly with schools across the East Midlands, including Derbyshire, Nottingham, Nottinghamshire, Leicestershire and beyond.

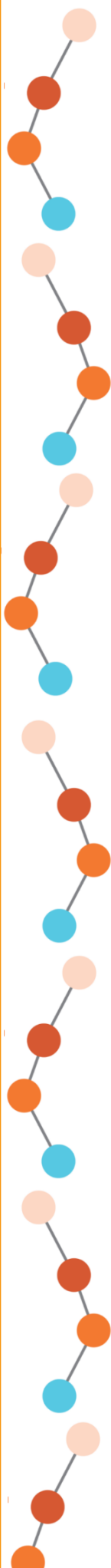
Take a look through the range of opportunities coming up this year and if you have any questions, please don't hesitate to get in touch.

*Derby Research School Team*

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3 <sup>rd</sup> November – 11 <sup>th</sup> February	Evidence Informed Curriculum Development - Secondary	<a href="#">Book Here</a>
4 <sup>th</sup> November – 27 <sup>th</sup> January	Dynamic Teaching in the Sixth Form	<a href="#">Book Here</a>
8 <sup>th</sup> November – 26 <sup>th</sup> November	Evidence Leads in Education Recruitment	<a href="#">Book Here</a>
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Autumn Term Twilights		
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22 <sup>nd</sup> November	Quality First Teaching for SEND	<a href="#">Book Here</a>
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8 <sup>th</sup> December	Ofsted Curriculum Planning	<a href="#">Book Here</a>
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## Spring Term 2021-2022

Date & Time	Name of Programme	Booking Form Quick Link
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3 <sup>rd</sup> March – 29 <sup>th</sup> March	Improving Secondary Literacy	<a href="#">Book Here</a>
Twilights		
5 <sup>th</sup> January	Targeted Intervention and Diagnostic Assessment SEND	<a href="#">Book Here</a>
12 <sup>th</sup> January	Curriculum Case Study	<a href="#">Book Here</a>
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31 <sup>st</sup> January	Curriculum Case Study	<a href="#">Book Here</a>
24 <sup>th</sup> February	Parental Engagement SEND	<a href="#">Book Here</a>

## Summer Term 2021-2022

Date & Time	Name of Programme	Booking Form Quick Link
27 <sup>th</sup> April – 22 <sup>nd</sup> June	Learning Behaviours Programme	<a href="#">Book Here</a>
19 <sup>th</sup> May – 25 <sup>th</sup> July	Making the Difference for Disadvantaged Pupils	<a href="#">Book Here</a>
12 <sup>th</sup> May – 15 <sup>th</sup> June	Leading SEND in the Mainstream	<a href="#">Book Here</a>
14 <sup>th</sup> June – 19 <sup>th</sup> July	Improving Secondary Literacy	<a href="#">Book Here</a>
<b>Twilights</b>		
10 <sup>th</sup> May	EHCP Engagement Model	<a href="#">Book Here</a>
17 <sup>th</sup> May	Supporting EAL	<a href="#">Book Here</a>
25 <sup>th</sup> May	Supporting EAL	<a href="#">Book Here</a>

Date & Time	Subject Leader Network Meetings	Booking Form Quick Link
7 <sup>th</sup> October 11 <sup>th</sup> November 9 <sup>th</sup> March 11 <sup>th</sup> July	<b>Primary English</b> Facilitator: Tracey West Venue: Portland Spencer Academy	<a href="#">Book Here</a>
24 <sup>th</sup> September 5 <sup>th</sup> November 18 <sup>th</sup> March 8 <sup>th</sup> July	<b>Primary Computing</b> Facilitator: Tom Konsek Venue: Portland Spencer Academy	<a href="#">Book Here</a>
15 <sup>th</sup> September 17 <sup>th</sup> November 2 <sup>nd</sup> March 13 <sup>th</sup> July	<b>Primary Science</b> Facilitator: Rachel Bird Venue: Wyndham Primary Academy	<a href="#">Book Here</a>
20 <sup>th</sup> September 24 <sup>th</sup> November 24 <sup>th</sup> March 12 <sup>th</sup> July	<b>Primary Outdoor Learning</b> Facilitator: Anna Young Venue: Portland Spencer Academy/St Giles	<a href="#">Book Here</a>
27 <sup>th</sup> September 4 <sup>th</sup> November 10 <sup>th</sup> March 5 <sup>th</sup> July	<b>Primary History</b> Facilitator: Becky Harries Venue: Wyndham Primary Academy	<a href="#">Book Here</a>
22 <sup>nd</sup> Sept 8 <sup>th</sup> November 30 <sup>th</sup> March 7 <sup>th</sup> July	<b>Primary Geography</b> Facilitator: Emily Noke Venue: Wyndham Primary Academy	<a href="#">Book Here</a>
14 <sup>th</sup> September 18 <sup>th</sup> November 3 <sup>rd</sup> March 19 <sup>th</sup> July	<b>Primary Art</b> Facilitator: Jessica Oliver Venue: Heanor Gate Science College	<a href="#">Book Here</a>

14 <sup>th</sup> September 2nd November 7 <sup>th</sup> March 13 <sup>th</sup> July	<b>Primary Music</b> Facilitator: Gemma Whiley Venue: Portland Spencer Academy	<a href="#">Book Here</a>
7 <sup>th</sup> September 10 <sup>th</sup> November 1 <sup>st</sup> March 15 <sup>th</sup> July	<b>Primary EYFS</b> Venue: Portland Spencer Academy	 <a href="#">Book Here</a>

Date & Time	System Leader Network Meetings – ELE/SLE	Booking Form Quick Link
8 <sup>th</sup> September 29 <sup>th</sup> November 7 <sup>th</sup> February 8 <sup>th</sup> June	<b>Venue:</b> George Spencer Academy	<a href="#">Book Here</a>

# Improving Literacy Across the Primary Phase

**6 Module Course – £295 or £50 per session- [Click Here](#)**

**Develop an evidence-rich approach to improve teaching and learning in Literacy in your school.**



**Each session will include:**

- Key research insights from three EEF Literacy Guidance Reports: Preparing for Literacy, Improving Literacy in KS1 and Improving Literacy in KS2
- A focus on diagnostic assessment and teaching approaches to support our most vulnerable learners to make progress
- Practical implications to support implementation
- Case studies from schools affiliated with Derby Research School

**Session 1 – 23rd September 2021 13.30 – 15.30 - Speaking and Listening Approaches to Support Learners** Underpinned by the research which emphasises the importance of speaking and listening across the primary years, the session will explore assessment tools and teaching approaches for each phase. What works well to support young learners to engage in conversation, be active listeners and articulate their learning?

**Session 2 – 7th October 2021 13.30 - 15.30 - Vocabulary across the Primary Phase** The importance of vocabulary is at the heart of the session as research indicates that a rich vocabulary has a powerful impact on learning. We draw on research insights to support you to implement the explicit teaching of vocabulary throughout school - the tiers framework developed by Isabel Beck et al and cognitive load theory – and explore practical approaches to embed the teaching of vocabulary in daily practice.

**Session 3 – 1st November 2021 13.30 - 15.30 - Developing Skilled and Motivated Readers with a Spotlight on Phonics in EYFS and KS1** To begin, we will consider: how can we encourage motivated, enthusiastic readers who are eager to learn to read and to read to learn? Then, we will focus on the 'Word Recognition' strand of Scarborough's Reading Rope to explore the effective teaching of phonics in the EYFS and KS1.

**Session 4 – 15th November 2021 13.30 - 15.30 - Comprehension and Fluency Across the Primary Phase** This session is based on the 'Language Comprehension' strand of Scarborough's Reading Rope and on the far end of the rope – reading fluency. We will explore approaches to support pupils of all ages to gain meaning from texts, from our youngest learners enjoying shared reading experiences to Year 6 pupils demonstrating their comprehension skills through writing under timed conditions.



**Session 5 – 29<sup>th</sup> November 2021 13.30 - 15.30 - Developing Skilled and Motivated Writers with a Spotlight on Composition** Firstly, we will explore approaches which aim to support a culture of motivated and engaged young writers through developing a love of writing. Then, we will consider the complexities involved in acquiring writing skills, considering Berninger et al's Simple View of Writing, underpinned by cognitive science around working memory and automaticity. We will then zoom in on different aspects which make up the composition of writing such as planning, revising and publishing, and how they can be effectively taught across the school.

**Session 6 - 8th December 2021 13.30 - 15.30 - Transcription: Spelling, Handwriting and Feedback** This session continues our discussion about the complexities of writing with a focus on developing pupils' transcription skills of spelling and handwriting so they can write with confidence and fluency. We will consider insights from the recently published EEF Guidance Report 'Teacher Feedback to Improve Pupil Learning' alongside practical strategies to explore how we can guide young writers to develop their skills.

**Who:** Primary Curriculum Leaders, Literacy Leads, Classroom Teachers, Senior Leaders

**Venue:** Online

**Facilitators:** Michelle Garton, Vice Principal & English SLE, Nicola O'Donnell, Teaching, Learning and Assessment Consultant & Katy Crawford, Vice Principal

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)



# Evidence Informed Approaches to Curriculum Planning - Primary

**\*NEW\* Modular Programme £295 or £50 per session – [Click Here](#)**

**'A good plan is like a road map: it shows the final destination and usually the best way to get there' H. Stanley Judd**



Planning is critical and it is fundamental in providing the structure and architecture for pupils' learning. Results are better when teachers are given time to plan together on a scheme. This should identify the 'what' and the 'why' of the content to be taught.

This is a 6 module course which will focus on the best bets for intent, implementation and impact of curriculum planning. Delegates will explore and engage with evidence around curriculum to ensure progression of pupils' knowledge and skills.

As John Hattie says 'planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcome.' With this in mind we have designed the course to run alongside the secondary curriculum planning session which will offer a unique opportunity to work with colleagues cross phase to support curriculum planning, knowledge sharing and pedagogy.

We will engage with evidence from the realm of cognitive science about making learning stick: effective retrieval practice, introducing learning in small steps, designing learning resources to support all students and we will have an Ofsted-readiness session making sure our curriculum is grounded in solid implementation so that we can all articulate the intent behind our curriculum.

Session 1	3 <sup>rd</sup> November 1.00 – 4.00pm
Session 2	15 <sup>th</sup> November 1.00 – 4.00pm
Session 3	30 <sup>th</sup> November 1.00 – 4.00pm
Session 4	7 <sup>th</sup> December 1.00 – 4.00pm
Session 5	17 <sup>th</sup> January 1.00 – 4.00pm
Session 6	11 <sup>th</sup> February 1.00 – 3.30pm

**Who:** Primary Curriculum Leaders, Classroom Teachers, Senior Leaders

**Venue:** George Spencer Academy

**Facilitators:** Euan Holden, Becky Harries

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)



# Evidence Informed Approaches to Curriculum Planning - Secondary

**\*NEW\* Modular Programme £295 or £50 per session – [Click Here](#)**

**'A good plan is like a road map: it shows the final destination and usually the best way to get there' H. Stanley Judd**



Planning is critical and it is fundamental in providing the structure and architecture for pupils' learning. Results are better when teachers are given time to plan together on a scheme. This should identify the 'what' and the 'why' of the content to be taught.

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Session 4	7 <sup>th</sup> December 1.00 – 4.00pm
Session 5	17 <sup>th</sup> January 1.00 – 4.00pm
Session 6	11 <sup>th</sup> February 1.00 – 3.30pm

**Who:** Secondary Subject Leaders, Senior Leaders with responsibility for curriculum

**Venue:** George Spencer Academy

**Facilitators:** Lisa Harrison, Amy Ford, Emily Dalton

**Booking Details:** Please [click here](#) **Further Details on our website:** [Click here](#)

# Dynamic Teaching in the Sixth Form £90

## Teaching Success at Sixth Form



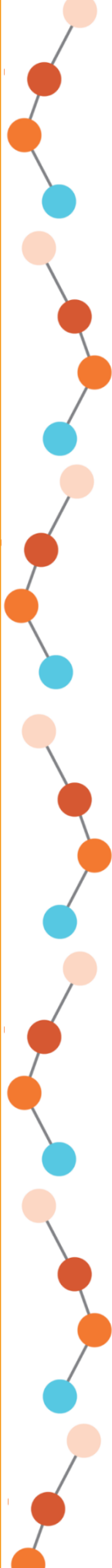
**This programme specifically focuses on KS5 teaching with the aim to develop teacher skills and confidence in how to effectively teach subjects at sixth form.**

With schools often concentrating on KS4 due to the crucial importance of GCSE grades, teachers can be left to find their own way when teaching A level subjects. These courses often challenge teachers regarding how best to deliver them and are of the upmost importance to the students and their future progression. Now that the recent government changes are embedded, it is the perfect time to explore ways of ensuring your sixth form teaching is dynamic, purposeful and successful.

Week 1	Sixth Form Success - Strategies for Success
	<ul style="list-style-type: none"><li>• Loaded memory - planning course structure and teaching techniques that work</li><li>• What's your focus - making every lesson count</li><li>• Implementing effective studying - making study time count</li></ul>
Week 2	Sixth Form Success - Stretch, Challenge & Support
	<ul style="list-style-type: none"><li>• Enabling all to access the course</li><li>• Stretch and challenge for the most able</li><li>• Embedding critical thinking</li></ul>
Week 3	Sixth Form Success – Effective but Efficient Marking
	<ul style="list-style-type: none"><li>• Who is working harder – you or the students?</li><li>• Making more of feedback</li><li>• Progress checks and tracking</li></ul>
Week 4	Sixth Form Success – Motivation and Independence
	<ul style="list-style-type: none"><li>• Enabling effective transition from GCSE to A Level</li><li>• Developing Independence</li><li>• Utilising Online Platforms</li></ul>

Alison Brown is a well established practising teacher of Psychology. She is considered an expert on A Level teaching and has designed and delivered the Dynamic Sixth Form Teaching Programme of training sessions. Alison has supported a range of teachers, from those new to KS5 teaching to teachers with many years of experience who are seeking to make improvements.

Alison has extensive experience of many roles within George Spencer SCITT. She has created and delivered a variety of sessions as part of the wider training that trainees receive, including the topics of child development, dyslexia, high achiever's and making learning stick.



Alison has a particular interest in research into cognitive load, dual coding and retrieval practices, with an emphasis on how these can be effectively implemented in day-to day teaching. She strongly believes in using strategies that are grounded in evidence, as then we are focusing our time on what will make a real difference to students.

Session 1	4 <sup>th</sup> November 4.00pm – 6.00pm
Session 2	25 <sup>th</sup> November 4.00pm – 6.00pm
Session 3	13 <sup>th</sup> January 4.00pm – 6.00pm
Session 4	27 <sup>th</sup> January 4.00pm – 6.00pm

**Who:** KS5 subject leaders, KS5 Teachers

**Venue:** George Spencer Academy

**Facilitator:** Alison Brown

**Booking Details:** Please [click here](#) Further Details on our website: [Click here](#)

# ELE Recruitment Autumn

11<sup>th</sup> October – 26<sup>th</sup> November 2021

Derby Research School is delighted to announce that we are looking to increase our talented workforce and wish to recruit to add to our current cohort of Evidence Leads in Education (ELE) across the East Midlands. The ELEs will contribute to evidence informed school improvement and will be designated by Derby Research School.



## As part of the Derby Research School team we:

- Inspire engagement, by making visible 'what works' and make it accessible to all practitioners
- Grow capacity, through encouraging leaders and teachers at all levels to be responsible for evidence-based practice in their classroom, with support from our core practitioner team
- Identify local champions, who will model and innovate in their schools and their clusters
- Build partnerships, harnessing our existing networks and developing new ones across the East Midlands region
- Plan for sustainability, we will create an effective team approach, where ownership and participation levels are high and sustainability is inherent
- Be ambitious for children, we will develop and deliver our vision of transforming the lives of the children we serve

## What is an Evidence Lead in Education (ELE)?

Evidence Leads in Education are a Research School designation and as such receive training and updates from the Research School Network and Education Endowment Foundation and in turn be deployed to support schools through training and coaching.

Their purpose is to: – support individual and groups of schools through the provision of expertise- around implementation, evidence- and practitioner and local knowledge- bring, and demonstrably show, a diversity of experiences which add credibility and depth when communicating about evidence.

## What is the role of an ELE?

ELEs can provide support for schools beyond their own. Typically, this is based around a general understanding of evidence and evidence-informed school improvement, with specific areas of deep specialist knowledge. They do this through:- Communicating with schools about evidence in a particular area, to an audience from teachers, middle leaders to senior leaders.- Delivering specific training (around subject or topic)- Providing follow-on support to enable schools to structure and plan change in particular areas

## **Attributes of a successful ELE?**

The list of ELE attributes below is ambitious because we want to recruit and deploy ELEs with a range of experiences and contexts; we recognise that not every ELE will be at the same starting point so the ELE induction programme has been designed to support and develop ELEs in their first couple of years in the role. The induction will be delivered online. There will be opportunities to work alongside more experienced ELEs as well as core Research School staff.

Are you already demonstrating attributes of an ELE?

## **Key Dates**

Application Window Opens	11 <sup>th</sup> October 2021
Live Q&A for Applicants and School Leaders	3 <sup>rd</sup> November
Application Window Closes	26 <sup>th</sup> November - Noon
Applicants Notified of Outcome	29 <sup>th</sup> November
Interview Week	6 <sup>th</sup> December – 10 <sup>th</sup> December
Interview Outcome	Monday 13 <sup>th</sup> December

Successful applicants will enter into the January/February ELE training cycle.

## **Key Dates**

ELE Training Session 1	10 <sup>th</sup> January 1.00pm – 3.00pm
ELE Training Session 2	24 <sup>th</sup> January 1.00pm – 3.00pm
ELE Training Session 3	7 <sup>th</sup> February 1.00pm – 3.00pm
ELE Training Session 4	28 <sup>th</sup> February 1.00pm – 3.00pm

If you have any questions, please don't hesitate to get in touch. We are looking forward to working with our partner schools in supporting schools across our region.

[Click here for more information on how to apply](#)



# Improving Literacy in Secondary School Subjects

**\*NEW\* Modular Programme**

**\*NEW\* Modular Programme £295 or £50 per session – [Click Here](#)**

Join us on this 6 module course where we will be focusing on the practical application of evidence based recommendations with guided gap tasks and follow on support.

**“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.” EEF**

The first four modules will focus on the practical application of recommendations 1,2,3,5 from the EEF's Improving Literacy in Secondary Schools Guidance Report. We will then delve into how the research can provide strategies for leaders and staff to integrate into their teaching and settings.

Throughout the final two modules we will explore how to embed strategies into practice across departments and whole school focusing on key 'active ingredients', as we create a clear strategic logic model for sustained implementation using the EEF's Putting Evidence to Work: A School's Guide to Implementation Guidance Report.



## IMPROVING LITERACY IN SECONDARY SCHOOLS Summary of recommendations



Session 1	28 <sup>th</sup> September 8.30am – 3.00pm
Session 2	5 <sup>th</sup> October 1.00pm – 4.00pm
Session 3	13 <sup>th</sup> October 1.00pm – 4.00pm
Session 4	5 <sup>th</sup> November 1.00pm – 4.00pm
Session 5	19 <sup>th</sup> November 8.30am – 3.00pm

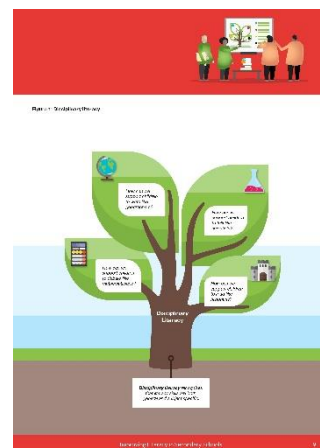
### Who:

Secondary Curriculum Leaders, Literacy Leads, Senior Leadership

**Venue:** George Spencer Academy

**Facilitators:** Amy Ford, Sarah Ryce

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)





# Making the Difference for Disadvantaged Pupils

**\*NEW\* Modular Programme £295 - [Click Here](#)**

**The gap may have widened, but the link between family income and educational attainment can be broken.**

Join us on our highly innovative 5 module programme where we explore the following questions:

- **What does the evidence say about how disadvantaged learners make progress?**
- **How can we respond to the disadvantaged gap in light of the pandemic?**
- **What does your school need to focus on to make the biggest impact?**
- **How can the Pupil Premium Strategy drive your school's improvement?**



This programme seeks to explore practical, evidence informed approaches for closing the poverty-related attainment gap. Engaging with the best available evidence on high quality teaching, targeted academic support and school-wide approaches, you will develop and implement a Pupil Premium strategy fit for your setting so that all pupils can flourish.

## **Throughout the 5 modules you will receive:**

- The tools needed to provide an honest and robust self-evaluation of your current provision
- Knowledge and support to help shape a school specific focus for your development
- Strategies to implement a purposeful Pupil Premium Strategy and evaluate its impact effectively
- Information to make evidence informed decisions about improving teaching and learning
- Support to develop a quality assured framework for Pupil Premium Reviewers

## Dates:

Making the Difference for Disadvantaged Pupils - <b>Twilight Introduction</b>	18 <sup>th</sup> November	4-5pm
Making the Difference for Disadvantaged Pupils - <b>Session 1</b>	1 <sup>st</sup> December	1.30pm-4.30pm
Making the Difference for Disadvantaged Pupils - <b>Session 2</b>	15 <sup>th</sup> December	1.30pm-4.30pm
Making the Difference for Disadvantaged Pupils - <b>Session 3</b>	11 <sup>th</sup> January	1.30pm-4.30pm
Making the Difference for Disadvantaged Pupils - <b>Session 4</b>	3 <sup>rd</sup> February	1.30pm-4.30pm
Making the Difference for Disadvantaged Pupils - <b>Twilight</b>	8 <sup>th</sup> February	4-5pm
Making the Difference for Disadvantaged Pupils - <b>Session 5</b>	22 <sup>nd</sup> March	1.30pm-4.30pm

**Who:** Pupil Premium Leads, Senior Leaders

**Venue:** George Spencer Academy

**Facilitators:** Tammy Elward, Amy Ford, Katie Pattison

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)

# Teaching for Memory

**\*NEW\* Modular Programme**

**£295 or £50 per session – [Click Here](#)**

*Which teaching strategies have been shown to maximise the capacity of working and long term memory?*

*How can we ensure our course and curriculum planning improves our students depth of understanding?*

**NEWLY REFRESHED FOR 2021 WITH DEEP DIVES INTO THEMES WITH SUBJECT AND PHASE SPECIFIC EXAMPLES**

**Join us as we dig deep into the research around the field of cognitive science and explore the implications of this for teaching and curriculum design.**

Over recent years, schools and teachers have become increasingly interested in how students learn and the role of memory in this process. In this course, we draw on evidence from cognitive science to explore how to design lessons, units of work and policies that encourage knowledge retention and understanding, putting students on the path to success. This will be relevant and useful for primary and secondary colleagues.

**Develop your understanding of a range of practical strategies and curriculum approaches to embed into your school practice to really aid memory.**



Session 1: Teaching with memory in mind: <b>Core Principles</b>	29 <sup>th</sup> November, 1.00 – 4.00pm
Session 2: Strategies for effective learning: <b>Retrieval practice</b>	14 <sup>th</sup> December, 1.00 – 4.00pm
Session 3: Strategies for effective learning: <b>Creating meaningful connections</b>	12 <sup>th</sup> January, 1.00 – 4.00pm
Session 4: Strategies for effective learning: <b>Explaining, modelling and metacognition</b>	19 <sup>th</sup> January, 1.00 – 4.00pm
Session 5: Strategies for effective learning: <b>Developing understanding</b>	2 <sup>nd</sup> February, 1.00 – 4.00pm
Session 6: <b>Implementing change</b>	10 <sup>th</sup> February, 1.00 – 4.00pm

**Who:** Primary and Secondary Curriculum Leaders & Classroom Teachers

**Venue:** Portland Spencer Academy

**Facilitators:** Mary-Alice Lloyd and Leanne Oswin

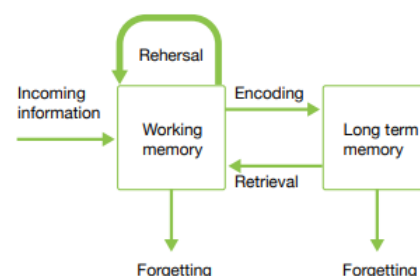
**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)

## What's involved in each session?

Session	Title of session	Aspects covered
1	Teaching with Memory inMind: <b>Core Principles</b>	An exploration of memory models, myths and cognitive load theory. An introduction to strategies to maximise working memory.
2	Strategies for Effective Learning: <b>Retrieval Practice</b>	How to reinforce learning through retrieval practice and curriculum design. Strategies for planning learning; spaced learning and interleaving.
3	Strategies for Effective Learning: <b>Creating Meaningful Connections</b>	Schema building- forming and reforming connections in the longterm memory for (re)consolidation of new learning. Strategies to make abstract ideas easier to understand.
4	Strategies for Effective Learning: <b>Explaining, Modelling and Metacognition</b>	Improving encoding, retention and recall through dual coding. The effective design and use of knowledge organisers. Modelling and scaffolding as part of a 7-step model for explicitly teaching metacognitive strategies.
5	Strategies for Effective Learning: <b>Developing Understanding</b>	Developing understanding and enhancing retention through elaboration. Strategies to help learners to organise and manage their learning independently including the use of graphic organisers.
6	Implementing Change	Apply new and consolidated learning to your own school settings and challenges using the EEF's principles of effective implementation.

### What did previous attendees have to say about what they took away?

- Great activities to support strategies for learning – lots of practical methods and examples
- The range of examples, including subject specific ones, really helped to deepen my thinking
- Time to read current articles and research helped me understand the themes at a much deeper level
- I enjoyed having time to consider how the strategies could work in my setting
- Really made me think how to change teacher practice and better support learners
- The implementation process helped me turn the ideas in to practice



**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)

# Learning Behaviours Programme

**\*NEW\* Modular Programme**

**£295 or £50 per session – [Click Here](#)**



A learning behaviour is any behaviour that supports learning, such as paying attention or persevering with a tricky task. It is the countless little things done well that characterise 'good' behaviour and effective learning. Too often, behaviour is narrowly conceived as how to manage misbehaviour. The very notion of 'learning behaviours' reflects the more complex reality of how behaviour manifests itself and what we can do about it.

## Participants will:

- Dive deep into the best evidence available around learning behaviours
- Explore their school culture and practices
- Explore real life case studies, supporting tools and share practical advice and good practice
- Be provided with guidance on effective implementation and opportunities to plan for positive and sustained change.

## What's the purpose of the programme?

This programme ensures that senior leaders understand the complexity and inter-relatedness of the evidence underpinning effective learning behaviours. They are then able to apply this to their own contexts and develop a plan for successful implementation.

Session 1	24 <sup>th</sup> November 1.00pm – 4.00pm
Session 2	10 <sup>th</sup> January 1.00pm – 4.00pm
Session 3	18 <sup>th</sup> January 1.00pm – 4.00pm
Session 4	1 <sup>st</sup> February 1.00pm – 4.00pm
Session 5	9 <sup>th</sup> February 1.00pm – 4.00pm
Session 6	28 <sup>th</sup> February 1.00pm – 4.00pm

**Who:** Primary and Secondary Leaders & Classroom Teachers, SENDCo

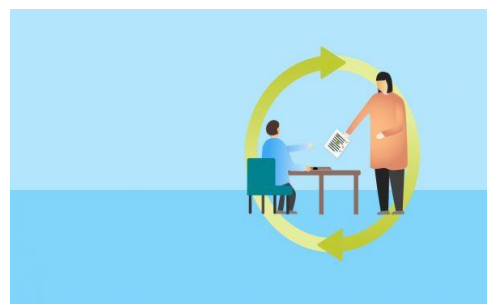
**Venue:** George Spencer Academy

**Facilitators:** Natasha Birch, Sarah Mcaneny

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)

# Maximising Feedback Primary/Secondary

**\*NEW\* Programme £150– [Click Here](#)**



The EEF Toolkit reports feedback as the number one high-impact low cost teaching approach with +8 months progress.

Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.

As we our return to face to face teaching alongside blended learning and remote delivery, maximising opportunities for diagnostic assessment and feedback is crucial as we focus on quality first teaching as part of our recovery curriculum.

Join us in this feedback short course where we will delve into the new for summer 2021 EEF Feedback Guidance Report for Primary and Secondary and take away our best bets strategies for effective implementation in your own classrooms and settings.

Toolkit Strand ^ Cost ^ Evidence Strength ^ Impact (months) ^

**Feedback**

High impact for very low cost, based on moderate evidence.

£ £ £ £ £

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**+8**

Session 1	23rd November 1.30pm – 4.00pm
Session 2	3rd December 1.30pm – 4.00pm
Session 3	9th December 1.30pm – 4.00pm

**Feedback**

Primary & Secondary

To be published in summer 2021

**Primary Facilitators:** Cara Miles, Jon Hedley, Leanne Oswin

**Venue:** Portland Spencer Academy

**Secondary Facilitators:** Amy Ford, Claire Sutton, Natalie Campbell

**Venue:** George Spencer Academy

**Who:** Primary and Secondary Leaders & Classroom Teachers

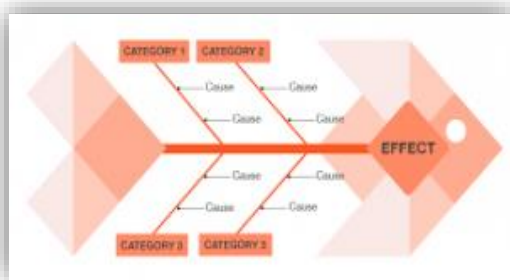
**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)



# Graphic Organisers Modelling Thinking and Connecting Learning – [Click Here](#)

**16<sup>th</sup> November 2021 - £90**

**Boost pupil independence through developing a metacognitively rich approach to Graphic Organisers!**



Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Mentioned in the [EEF Metacognition Guidance Report](#), they are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content - they help the learner build and connect learning and structure thinking.

This day is aligned with the new draft Ofsted Framework and covers key topics to support learners to:

- Actively present and structure material
- Make enduring connections that foster understanding helping to integrate new knowledge into larger concepts
- Structure elements to both facilitate memorising of information and to understand relationships between parts and the whole
- 'Chunk' new learning to reduce demand on memory capacity
- Know how to learn and study effectively

**Who:** This event is open to practitioners from all phases and all settings.

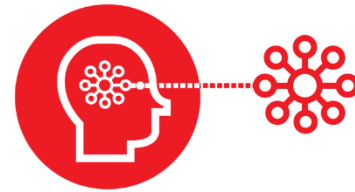
**Date:** 16<sup>th</sup> November, 8.30am – 3pm

**Facilitator:** Mary-Alice Lloyd

**Venue:** Portland Spencer Academy

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)

**ORGANISE IDEAS**  
THINKING BY HAND, EXTENDING THE MIND

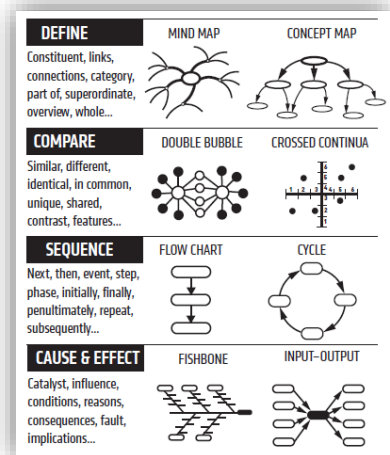


**WHY?** The reason behind the...  
**WHAT?** Reporting the...  
**HOW?** Research report...  
**WHO?** Teachers of...  
**WHEN?** English...  
**WHERE?** References...

A John Catt Publication

OLIVER CAVIGLIOLI  
& DAVID GOODWIN

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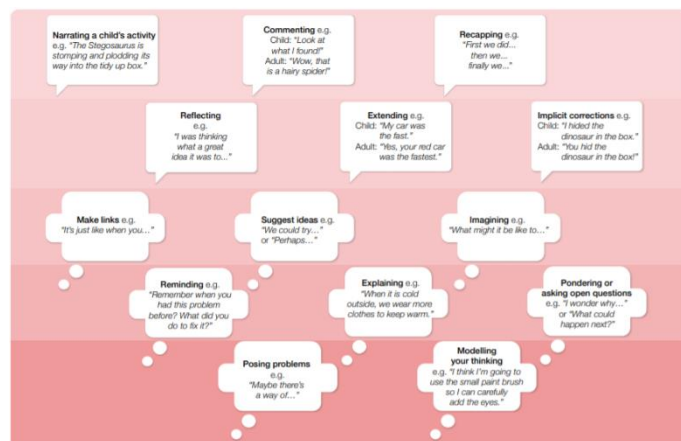
# Prioritising Oracy in the classroom – [Click Here](#)

**New\* One Day Course £90**

**14<sup>th</sup> December 2021**

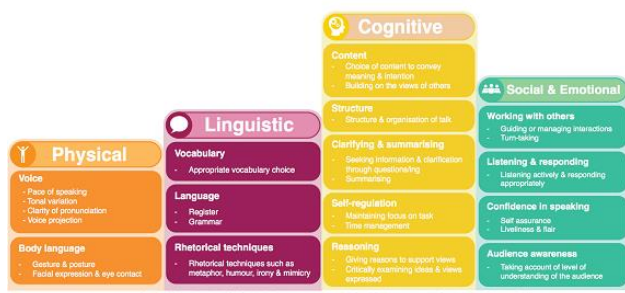
Despite the fact that Spoken Language forms one third of the English curriculum, its teaching in schools has often been neglected. Too often, Oracy is seen as an activity to support other subjects. Whilst Oracy is important for facilitating learning across the whole curriculum, we must also think carefully about how to teach Oracy itself.

- Think about whether Oracy is celebrated in your environment.
- Are children's verbal comments collected and displayed?
- How often do you read aloud to your class and tell stories?
- How many chances do children get to perform poetry and plays?
- Do you display unusual objects and encourage children to talk about them?
- Could you have a 'box of wonder' in your class to provoke discussion?
- Could you develop a 'talking corner' or invite guests in to talk with, rather than just to, your class?



## The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Join us in this one day course where look at how to explicitly teach Oracy at Primary and Secondary Phases with a focus on how Oracy can easily be interwoven into your teaching of other subjects. To support your development of Oracy we will explore a range of progression of language structures tailored to benefit your setting.

This course will highlight why being a good role model for Oracy is crucial. Just as using your thinking voice is an important tool for

developing children's metacognitive skills in Writing, so it is for Oracy. Verbalising making oracy choices and thinking about the most effective way to phrase speech is key to supporting development.

**Who:** This event is open to practitioners from all phases and all settings.

**Date:** 14<sup>th</sup> December, 8.30am – 3pm

**Facilitators:** Amy Ford, Katy Crawford

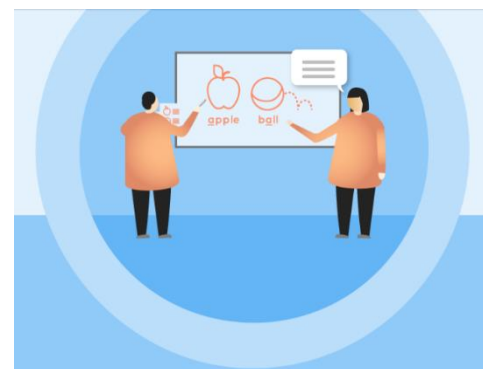
**Venue:** George Spencer Academy

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)

# Leading Teaching Assistants

## Modular Programme £150 –

[Click Here](#)



Teaching Assistants are an integral part of the classroom and children's learning journey. They make up a significant part of a school's budget, but reports suggest that can have little to no effect on outcomes for children unless they are deployed in a meaningful way.

Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.

Research that examines the impact of TAs providing general classroom support suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present.

This average finding covers a range of impacts. In some cases teachers and TAs work together effectively, leading to increases in attainment. In other cases pupils, particularly those who are low attaining or identified as having special educational needs, can perform worse in classes with teaching assistants (eg. becoming over-reliant on assistance).



This programme explores the evidence associated with strategic deployment of TAs in schools. Targeted at school leaders, including SENDCOs, the focus includes deployment in classrooms, intervention delivery and effective implementation of your strategy.

Benefit from one of our school's experience of this programme; learn from their experience of strategically planning the deployment of TAs. Their holistic approach of effectively deploying TAs and using metacognition and self-regulated learning practices has had a positive effect on children's progress and well-being as independent learners. What's more, the teaching assistants report having greater job satisfaction and sense of purpose.

*"In some cases teachers and TAs work together effectively, leading to increases in attainment....TAs can improve learning if they are trained and deployed carefully." EEF Toolkit*

This programme provides delegates time to consider how recommendations and best evidence can be translated into classroom practice. Practical strategies are explored and improvement activities designed between face-to-face days in order to embed this valuable professional development within the context of the delegates' schools.

Session 1	13 <sup>th</sup> January 1- 4pm	1- 4pm
Session 2	20 <sup>th</sup> January 1- 4pm	1- 4pm
Session 3	7 <sup>th</sup> February 1- 4pm	1- 4pm



**Who:** Senior Leaders, SENDco, T&L Leads, Classroom practitioners

**Venue:** Portland Spencer Academy

**Facilitators:** Sally Mitchell, Amy Ford, Katie Pattinson, Dylan Murphy

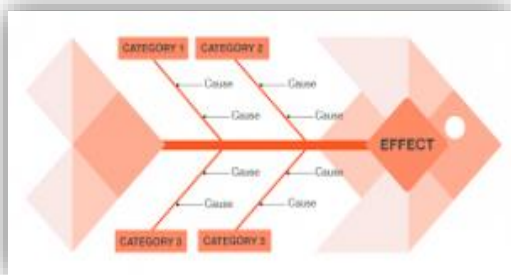
**Booking Details:** Please [click here](#) **Further Details on our website:** [Click here](#)



# Graphic Organisers Modelling Thinking and Connecting Learning £90 – [Click Here](#)

26<sup>th</sup> January 2022

Boost pupil independence through developing a metacognitively rich approach to Graphic Organisers!



Graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram. Mentioned in the [EEF Metacognition Guidance Report](#), they are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content - they help the learner build and connect learning and structure thinking.

This day is aligned with the new draft Ofsted Framework and covers key topics to support learners to:

- Actively present and structure material
- Make enduring connections that foster understanding helping to integrate new knowledge into larger concepts
- Structure elements to both facilitate memorising of information and to understand relationships between parts and the whole
- 'Chunk' new learning to reduce demand on memory capacity
- Know how to learn and study effectively

**Who:** This event is open to practitioners from all phases and all settings.

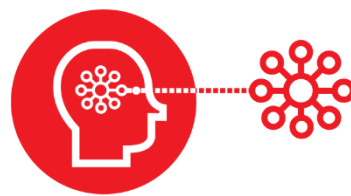
**Date:** 26<sup>th</sup> January, 8.30am – 3pm

**Facilitator:** Mary-Alice Lloyd

**Venue:** Portland Spencer Academy

**Booking Details:** Please [click here](#) Further Details on our website: [Click here](#)

**ORGANISE IDEAS**  
THINKING BY HAND, EXTENDING THE MIND



A Johns Catt Publication

OLIVER CAVIGLIOLI  
& DAVID GOODWIN

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**WHY?**  
The reason behind the  
learning or thinking goal,  
purpose or aim.

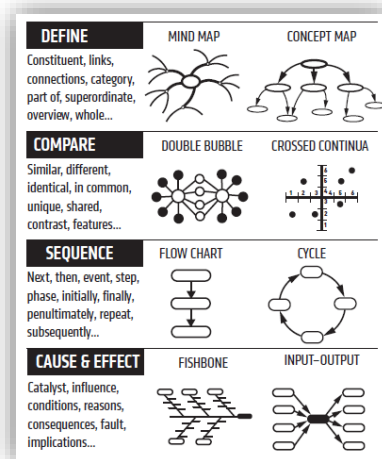
**WHAT?**  
Identifying the elements,  
resources, materials, tools and  
techniques used.

**HOW?**  
Identifying the sequence and  
order of steps, processes and  
procedures to be followed.

**WHO?**  
The person or people who  
are responsible for the task.

**WHEN?**  
The time or duration for the  
task to be completed.

**WHERE?**  
The location or environment  
where the task is taking place.



# Improving Literacy in Secondary School Subjects

**\*NEW\* Modular Programme**

**\*NEW\* Modular Programme £295 or £50 per session – [Click Here](#)**

Join us on this 6 module course where we will be focusing on the practical application of evidence based recommendations with guided gap tasks and follow on support.

**“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.” EEF**

The first four modules will focus on the practical application of recommendations 1,2,3,5 from the EEF's Improving Literacy in Secondary Schools Guidance Report. We will then delve into how the research can provide strategies for leaders and staff to integrate into their teaching and settings.

Throughout the final two modules we will explore how to embed strategies into practice across departments and whole school focusing on key 'active ingredients', as we create a clear strategic logic model for sustained implementation using the EEF's Putting Evidence to Work: A School's Guide to Implementation Guidance Report.



## IMPROVING LITERACY IN SECONDARY SCHOOLS Summary of recommendations



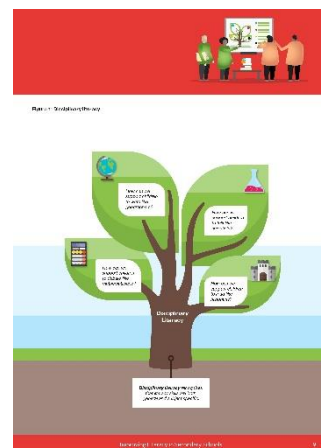
Session 1	14 <sup>th</sup> June 2022 1.00pm – 4.00pm
Session 2	28 <sup>th</sup> June 2022 1.00pm – 4.00pm
Session 3	5 <sup>th</sup> July 2022 1.00pm – 4.00pm
Session 4	13 <sup>th</sup> July 2022 1.00pm – 4.00pm
Session 5	19 <sup>th</sup> July 2022 1.00pm – 4.00pm

**Who:** Secondary Curriculum Leaders, Literacy Leads, Senior Leadership

**Venue:** George Spencer Academy

**Facilitators:** Amy Ford, Sarah Ryce

**Booking Details:** Please [click here](#) Further Details on our website: [Click here](#)





# Primary Subject Leader Network [click here](#)

Our Primary Subject Leader Network provides an opportunity for subject leaders to keep up to date with current thinking about the development of their subject and to network, discuss central themes and share good practice.

Each network team meets 4 times per year – each session is led and designed by an experienced SLE/ELE to ensure that current topics, changes in education and school specific needs are met.

This is a great opportunity to reflect on excellence in practice and continue to grow as leaders of learning in our settings. In 2021-2022, our Foundation Subjects Networks (History, Geography, Art and Science) will be led jointly by Primary and Secondary Specialists so that all leads grow and develop in their subject knowledge and subject specific pedagogy.



## Subject Leader Meetings

Subject	Facilitator	Venue	Dates/Times
English	Tracey West	Portland Spencer Academy Conference Centre Birchover Road, Bilborough, Nottingham, NG8 4BW	October 7th 1.30-3.30pm November 11th – 1.30 – 3.30pm March 9th 1.30 – 3.30pm July – 11th July 1.30 – 3.30pm
History	Becky Harries	Wyndham Primary Academy, Wyndham Street, Alvaston, Derby DE24 0EP	September 27th 1.30 – 3.30pm November 4th 1.30 – 3.30pm March 10th 1.30 – 3.30pm July 5th 1.30 – 3.30pm
Geography	Elaine Wainwright/Emily Noke	Wyndham Primary Academy, Wyndham Street, Alvaston, Derby DE24 0EP	September 22nd 1.30 – 3.30pm November 8th 1.30 – 3.30pm March 30th 1.30 – 3.30pm July 7th 1.30 – 3.30pm
Music	Gemma Whiley	Portland Spencer Academy Conference Centre Birchover Road, Bilborough, Nottingham, NG8 4BW	September 14th 1.30– 3.30pm November 2nd 1.30 – 3.30pm March 7th 1.30 – 3.30pm July 13th 1.30 – 3.30pm
Art	Jessica Oliver	Heanor Gate Science College	September 14th 1.30 – 3.30pm November 18th 1.30 – 3.30pm March 3rd 1.30 – 3.30pm July 19th 1.30 -3.30pm

## Costings

Cost Per Subject	Full Package ( All Subjects)
£200 – Spencer Academy Trust Schools £250 – Non – Member Schools	£600 – George Spencer Academy Trust Schools £800 – Non – Member Schools

### **English – Tracey West:** [twest@chetwyndroad.notts.sch.uk](mailto:twest@chetwyndroad.notts.sch.uk)

**Areas of Focus:** Primary English; Primary Phonics; Primary Reading; Primary Writing; Primary Grammar; Teaching & Learning; Behaviour for Learning; Behaviour Management

As an experienced teacher who has taught across both Key Stages (but predominantly Upper Key Stage Two) Tracey has specialist knowledge in the areas mentioned, and has also played a major part in driving whole-school improvement. Having been English Lead for many years, she is currently leading on writing within the school, including developing the structure for writing and planning and looking at moderation and Greater Depth writing. Tracey has been involved heavily with the SCITT programme at GSA, delivering sessions on grammar subject knowledge and writing across the curriculum. She is passionate about the teaching of English in a creative and innovative way, developing the use of deliberate practice and mnemonics as a tool for 'interrupting the forgetting'.



### **History - Becky Harries** [rharies@wyndhamacademy.org](mailto:rharies@wyndhamacademy.org)

**Areas of Focus:** History Curriculum Director

Becky Harries is a curriculum director and year 2 teacher at Wyndham Primary Academy. Becky is an ELE in History and leads the subject across Wyndham. Becky has a passion for metacognitive approaches and works with Derby Research School on the Metacognition Programme.



### **Art Jessica Oliver -** [J.Oliver2@heanorgate.derbyshire.sch.uk](mailto:J.Oliver2@heanorgate.derbyshire.sch.uk)

**Areas of Focus:** KS3 Art & Design

Jessica graduated from Lancaster University in Fine Art and worked in marketing and graphic design prior to pursuing teaching. She completed her teacher training in Secondary Art & Design from Nottingham Trent University. Jessica is the newly appointed TLR holder for Visual Arts at Heanor Gate Science College, specialising in KS3 Art. She has already successfully implemented developments to the department and strives to inspire and promote Art education to students within the school. Jessica has organised and run trips to Art Galleries and outdoor sculpture parks, offering students invaluable experiences to provide them with a rich and rounded experience of the arts. She manages the departments' social media platform and finds creative ways to showcase artwork produced by students online. She has designed and ran CPD sessions for NQT teachers, one session was based on how to implement 'creativity into the classroom'. Jessica is constantly striving to explore how other departments and subject areas can incorporate Art into learning. She runs a KS3 Art Club and has a passion for sharing the Arts to the wider school community. Jessica is keen to explore ways educators can collaborate skills and knowledge to best prepare students for the primary to secondary transition within Art & Design education.



### **Geography – Emily Noke** [ENoke@wyndhamacademy.org](mailto:ENoke@wyndhamacademy.org)

Emily leads Geography at Wyndham Primary Academy. As part of her role, Emily has written the Geography curriculum in response to the 2019 Ofsted framework which is heavily focused on the progression of knowledge and skills from Year 1 to Year 6 ensuring children are knowledgeable, skillful geographers who are prepared for life after primary school.

Emily recognises the importance of building children's understanding of the wider world and is passionate about bringing geography to life by incorporating current affairs, world events and areas of local interest. These experiences provide children with cultural capital, ensuring they become empathetic, global citizens with an understanding of the world and people around them.

Emily's practice and subject leadership is underpinned by research. A member of the Geography Association, Emily ensures she is up to date with current trends and theory. Through this research, she ensures that the school's curriculum offer and pedagogical practice is effective for all pupils, allowing all children to succeed at Geography in her setting. Alongside this, Emily has an interest in metacognition and has led the implementation and development of metacognitive strategies within her setting as a teaching tool to support knowledge retention across school.



# Primary STEM Subject Leader Network

Our STEM Primary Subject Leader Network Meetings are provided in conjunction with DTSA Primary STEM. In signing up to these networks you will receive access to resources and materials from the STEM network and access to STEM Twilights. Click the following link for a taster of the resources provided by the STEM Network: <https://www.dtsa.org.uk/primary-stem/primary-resources/>

In joining the STEM Subject Leader Network, (EYFS, Computing, Science & Outdoor Learning) your email details will be shared with DTSA Primary STEM in order for you to receive fortnightly STEM resources and opportunities direct to your inbox.

Subject	Facilitator	Venue	Dates/Times
<b>EYFS</b>	Aimee Allen	Portland Spencer Academy Conference Centre Birchover Road, Bilborough, Nottingham, NG8 4BW	September 7 <sup>th</sup> 1.30 – 3.30pm November 10 <sup>th</sup> 1.30 – 3.30pm March 1 <sup>st</sup> 1.30 – 3.30pm July 15 <sup>th</sup> 1.30 – 3.30pm
<b>Computing</b>	Tom Konsek	Portland Spencer Academy Conference Centre Birchover Road, Bilborough, Nottingham, NG8 4BW	September 24 <sup>th</sup> 1.30 -3.30pm November 5 <sup>th</sup> 1.30 – 3.30pm March 18 <sup>th</sup> 1.30 – 3.30pm July 8 <sup>th</sup> 1.30 – 3.30pm
<b>Science</b>	Rachel Bird	Wyndham Primary Academy, Wyndham Street, Alvaston, Derby DE24 0EP	September 15 <sup>th</sup> 1.15 – 3.30pm November 17 <sup>th</sup> 1.15 – 3.30pm March 2 <sup>nd</sup> 1.15-3.30pm July 13 <sup>th</sup> 1.15-3.30pm
<b>Outdoor Learning</b>	Anna Young	St Giles School, Hampshire Road, Chaddesden, Derby DE21 6BT  Portland Spencer Academy Conference Centre Birchover Road, Bilborough, Nottingham, NG8 4BW	September 20 <sup>th</sup> 1.30 – 3.30pm November 24 <sup>th</sup> 1.30 – 3.30pm March 24 <sup>th</sup> 1.30 – 3.30pm July 12 <sup>th</sup> 1.30 – 3.30pm

## Costings

Cost Per Subject	Full Package ( All Subjects)
£200 – Spencer Academy Trust Schools	£600 – George Spencer Academy Trust Schools
£250 – Non – Member Schools	£800 – Non – Member Schools

### **Computing – Tom Konsek** [tkonsek@leenmills.notts.sch.uk](mailto:tkonsek@leenmills.notts.sch.uk)

Tom specialises in Curriculum Development and Computing. He leads the Subject Leader Network for Computing Coordinators across the George Spencer Academies Trust partnership of schools. Tom is responsible for developing the confidence, understanding and skill sets of other computing subject leaders across both primary and secondary education. As an Apple Distinguished Educator, Tom also works closely with the Apple Regional Training Centre in Burton Joyce, Nottingham as well as third party ICT specialists and experts. Tom uses current and relevant research from the EEF to underpin teaching methodologies and subject leadership approaches. He has authored and shared content on whole school computing frameworks, e-safety policies and coverage and educational blogs. Tom works closely with new and experienced teachers to planning and integration of one to one devices including iPad and Chromebooks. Tom's passion is to use technology to motivate, engage and inspire learners while breaking down barriers to learning. His content is often geared to minimising teacher workload while increasing the impact and attainment of both pupils and staff.



### **Science – Rachel Bird** [rbird@wyndhamacademy.org](mailto:rbird@wyndhamacademy.org)

Rachel has been teaching for almost 11 years, mainly across FS and Key Stage 1 but more recently in Lower Key Stage 2. She has been Science lead at her school for the last 7 years and during that time has managed to lead the school to 2 Primary Science Quality Marks, the most recent being the Gilt Award in June 2020. Rachel is particularly interested in developing STEM education through business partnerships and worked with the Derby Research School on the STEM Ambassador programme.

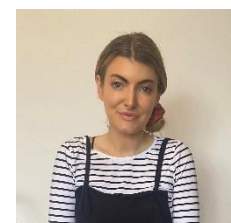
### **Outdoor Learning – Anna Young** [AYoung@stgiles.derby.sch.uk](mailto:AYoung@stgiles.derby.sch.uk)

Anna Young leads and co-ordinates the Outdoor Team whose main aim is to develop our outdoor spaces as well as promote the cross curricula use of these spaces in creative ways. This includes enrichment days such as taking part in Global Outdoor Classroom Days. She also runs a Gardening Club which gives pupils the opportunity to develop their skills and knowledge as well as taking part in the yearly Chatsworth Flower Show School Competition. She also actively engages in establishing and maintaining links within the community, for example; working collaboratively with local schools and charities. As a Forest School Lead, Anna plans, delivers and co-ordinates a range of creative sessions adapted and suited to the needs and abilities of all pupils whilst adhering to the six core principles of the Forest School ethos. Following policies and procedures, she undertakes risk-benefit analysis to ensure the safety of staff and pupils. Anna also ensures that staff are provided with support and advice with an open door approach and offers regular continuous professional development opportunities for Outdoor Learning, including Forest School ethos, theory and implementation and how to evidence and track progress of holistic development. Furthermore, as part of the school's initiative to embed Learning Beyond the Classroom, her role has involved regularly taking classes on educational visits off site. This enabled her to demonstrate how to utilise local sites as an extension of the classroom.



### **EYFS – Aimee Allen** - [Aimee.Allen@portland.nottingham.sch.uk](mailto:Aimee.Allen@portland.nottingham.sch.uk)

Aimee Allen has been teaching for 10 years and has taught and led many year groups and phases including year six, two and foundation stage. Aimee has been an NQT mentor for the last five years and has more recently led on planning CPD for NQTs across the trust. Aimee's key passions are reading and writing. She has led research projects around Literacy, including Loose Parts Theory to develop communication and the impact of oral storytelling on children's vocabulary



**Booking Details:** Please [click here](#) **Further Details on our website:** [Click here](#)



# Secondary Subject Leader Network



Our secondary subject leader network meetings provide the chance for collaboration with subject leads across the region so you can share information and develop as a leader. Our sessions are led by excellent Evidence Leaders in Education and experienced leaders who will share up to date research and evidence bases for promoting evidence informed practice within your teams.

The sessions will follow a workshop – school-based task cycle, consisting of several workshops followed in each case by school-based tasks planned to take account of the specific contexts of the subject leaders. Participants will support each other through the sharing of strategies and practice within the context of a vibrant professional learning community.

Participants will have opportunities for: networking and input on current issues; exploration of materials to use with their department; development of collaborative approaches; ongoing development in their subject leadership role. It will be important for all Work Group participants to benefit from the expertise and experiences of the group of departments represented.

Subject	Dates/Times	Subject	Dates/Times
English	TBC	Music	TBC
Computing	TBC	Drama	TBC
Science	TBC	Design Technology	TBC
MFL	TBC	Media	TBC
History	TBC	PE	TBC
Geography	TBC	PSHE/RSE	TBC
Art	TBC	Business	TBC

## Costings

Cost Per Subject	Full Package ( All Subjects)
£200 – Spencer Academy Trust Schools	£600 – George Spencer Academy Trust Schools
£250 – Non – Member Schools	£800 – Non – Member Schools

# System Leader Network Events

## 2021-2022

Derby Research School are delighted to announce a new set of networking event dates for our System Leaders. These events will be bespoke to system leaders who work for the Teaching School hub as SLEs and for the Research School as ELEs.

We are excited about the potential that this will offer for our schools as we continue to collaborate and develop our skills and expertise to support school leaders across our region.



Please find below our upcoming network events:

Date	Time
8 <sup>th</sup> September 2021	4.00pm – 5.30pm
29 <sup>th</sup> November 2021	4.00pm – 5.30pm
7 <sup>th</sup> February 2022	4.00pm – 5.30pm
8 <sup>th</sup> June 2022	4.00pm – 5.30pm

**Who:** System Leaders, SLE, ELE, NLE, LLE

**Venue:** George Spencer Academy

**Facilitators:** Tammy Elward, Shamara Sadler, Amy Ford

**Booking Details:** Please [click here](#) Further Details on our website: [Click here](#)

### Confirming Your Attendance:

If you have not already confirmed your attendance, please find our [booking form link here](#).

If you have any questions, please do not hesitate to get in touch.

**Amy Ford**

**Deputy Director of the Derby Research School**

Email: [amyford@satrust.com](mailto:amyford@satrust.com)

Emails Regarding Event Management: Helen Froome, Research School Administrator  
[hfroome1@satrust.com](mailto:hfroome1@satrust.com)



# Learning Behaviours Programme

**\*NEW\* Modular Programme**

**£295 or £50 per session – [Click Here](#)**

A learning behaviour is any behaviour that supports learning, such as paying attention or persevering with a tricky task. It is the countless little things done well that characterise 'good' behaviour and effective learning. Too often, behaviour is narrowly conceived as how to manage misbehaviour. The very notion of 'learning behaviours' reflects the more complex reality of how behaviour manifests itself and what we can do about it.

## **Participants will:**

- Dive deep into the best evidence available around learning behaviours
- Explore their school culture and practices
- Explore real life case studies, supporting tools and share practical advice and good practice
- Be provided with guidance on effective implementation and opportunities to plan for positive and sustained change.

## **What's the purpose of the programme?**

This programme ensures that senior leaders understand the complexity and inter-relatedness of the evidence underpinning effective learning behaviours. They are then able to apply this to their own contexts and develop a plan for successful implementation.

Session 1	27 <sup>th</sup> April 1.00pm – 4.00pm
Session 2	11 <sup>th</sup> May 1.00pm – 4.00pm
Session 3	24 <sup>th</sup> May 1.00pm – 4.00pm
Session 4	8 <sup>th</sup> June 1.00pm – 4.00pm
Session 5	13 <sup>th</sup> June 1.00pm – 4.00pm
Session 6	22 <sup>nd</sup> June 1.00pm – 4.00pm

**Who:** Primary and Secondary Leaders & Classroom Teachers, SENDCo

**Venue:** George Spencer Academy

**Facilitators:** Natasha Birch, Sarah Mcaneny

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)

# Making the Difference for Disadvantaged Pupils

**\*NEW\* Modular Programme £295 - [Click Here](#)**

**The gap may have widened, but the link between family income and educational attainment can be broken.**

Join us on our highly innovative 5 module programme where we explore the following questions:

- **What does the evidence say about how disadvantaged learners make progress?**
- **How can we respond to the disadvantaged gap in light of the pandemic?**
- **What does your school need to focus on to make the biggest impact?**
- **How can the Pupil Premium Strategy drive your school's improvement?**



This programme seeks to explore practical, evidence informed approaches for closing the poverty-related attainment gap. Engaging with the best available evidence on high quality teaching, targeted academic support and school-wide approaches, you will develop and implement a Pupil Premium strategy fit for your setting so that all pupils can flourish.

## **Throughout the 5 modules you will receive:**

- The tools needed to provide an honest and robust self-evaluation of your current provision
- Knowledge and support to help shape a school specific focus for your development
- Strategies to implement a purposeful Pupil Premium Strategy and evaluate its impact effectively
- Information to make evidence informed decisions about improving teaching and learning
- Support to develop a quality assured framework for Pupil Premium Reviewers

## Dates:

Making the Difference for Disadvantaged Pupils - <b>Twilight Introduction</b>	19th May	4-5pm
Making the Difference for Disadvantaged Pupils - <b>Session 1</b>	23 <sup>rd</sup> May	1.30pm-4.30pm
Making the Difference for Disadvantaged Pupils - <b>Session 2</b>	7 <sup>th</sup> June	1.30pm-4.30pm
Making the Difference for Disadvantaged Pupils - <b>Session 3</b>	21 <sup>st</sup> June	1.30pm-4.30pm
Making the Difference for Disadvantaged Pupils - <b>Session 4</b>	12 <sup>th</sup> July	1.30pm-4.30pm
Making the Difference for Disadvantaged Pupils - <b>Twilight</b>	18 <sup>th</sup> July	4-5pm
Making the Difference for Disadvantaged Pupils - <b>Session 5</b>	21 <sup>st</sup> July	1.30pm-4.30pm

**Who:** Pupil Premium Leads, Senior Leaders

**Venue:** George Spencer Academy

**Facilitators:** Tammy Elward, Amy Ford, Katie Pattison

**Booking Details:** Please find [Booking Form Here](#) Further Details on our website: [Click here](#)