



Derby
Research School

CPD Booklet

Spring/Summer Term 2022



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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.

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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Spring Term Programmes 2022

Date & Time	Name of Programme	Booking Form Quick Link
13 th January – 7 th February	Leading Teaching Assistants	Book Here
26 th January – 2 nd March	Metacognition – Graphic Organisers	Book Here
25 th January – 28 th March	Early Years Programme	Book Here
2 nd March -18 th May	Teaching Assistant Training Course	Book Here
3 rd February – 5 th may	Dynamic Teaching in the 6 th Form	Book Here
11 th March - 30 th March	Secondary Feedback Course	Book Here
25 th April – 24 th May	Primary Feedback Course	Book Here
Twilights		
27 th January – 10 th May	SEND Twilight Series	Book Here
3 rd March – 29 th March	Improving Secondary Literacy Twilight Series	Book Here
12 th January – 10 th February	Curriculum Twilight Series	Book Here
26 th January	Secondary Science Twilight Series Physics - DTSA	Book Here
10 th March	Secondary Science Twilight Series – Chemistry DTSA	Book Here
31 st March	Primary Science Twilight – DTSA Primary STEM Clubs	Book Here



Summer Term Programmes 2022

Date & Time	Name of Programme	Booking Form Quick Link
27 th April – 22 nd June	Learning Behaviours Programme	Book Here
19 th May – 25 th July	Making the Difference for Disadvantaged Pupils	Book Here
10 th June	Primary Oracy	Book Here
24 th June	Secondary Oracy	Book Here
12 th May – 15 th June	Leading SEND in the Mainstream	Book Here
14 th June – 19 th July	Improving Secondary Literacy	Book Here
Twilights		
17 th May & 25 th May	Supporting EAL	Book Here



Primary Subject Leader Networks 2022

Date & Time	Subject Leader Network Meetings	Booking Form Quick Link
7 th October 11 th November 9 th March 11 th July	Primary English Facilitator: Tracey West Venue: Portland Spencer Academy	Book Here
24 th September 5 th November 18 th March 8 th July	Primary Computing Facilitator: Tom Konsek Venue: Portland Spencer Academy	Book Here
15 th September 17 th November 2 nd March 13 th July	Primary Science Facilitator: Rachel Bird Venue: Wyndham Primary Academy	Book Here
20 th September 24 th November 24 th March 12 th July	Primary Outdoor Learning Facilitator: Anna Young Venue: Portland Spencer Academy/St Giles	Book Here
27 th September 4 th November 10 th March 5 th July	Primary History Facilitator: Becky Harries Venue: Wyndham Primary Academy	Book Here
22 nd Sept 8 th November 30 th March 7 th July	Primary Geography Facilitator: Emily Noke Venue: Wyndham Primary Academy	Book Here
14 th September 18 th November 3 rd March 19 th July	Primary Art Facilitator: Jessica Oliver Venue: Heanor Gate Science College	Book Here
14 th September 2 nd November 7 th March 13 th July	Primary Music Facilitator: Gemma Whiley Venue: Portland Spencer Academy	Book Here
7 th September 10 th November 1 st March 15 th July	Primary EYFS Venue: Portland Spencer Academy	Book Here



Secondary Subject Leader Networks 2022

Date & Time	Subject Leader Network Meetings	Booking Form Quick Link
30 th November 28 th February 28 th June	Secondary English Facilitator: Geraldine McCauley Venue: Blended Online and Portland Spencer Academy	Book Here
26 th November 15 th March 23 rd June	Secondary Science Facilitator: Viki Herrod & Josephine Taylor Venue: Blended Online and Portland Spencer Academy	Book Here
31 st March 6 th July	Secondary History Facilitator: Natalie-Wyatt Freeman Venue: Blended Online and Portland Spencer Academy	Book Here
29 th March 30 th June	Secondary Geography Facilitator: Emma Collins Venue: Blended Online and Portland Spencer Academy	Book Here
26 th January 25 th March 7 th July	Secondary Design & Technology Facilitator: Georgina Wharton Venue: Blended Online and Portland Spencer Academy	Book Here
30 th March 5 th July	Secondary RE Facilitator: Amy Higgs Venue: Blended Online and Portland Spencer Academy	Book Here
3 rd February 21 st March 22 nd June	Secondary Maths Facilitator: Vanessa Roper & Matt Lister Venue: Blended Online and Portland Spencer Academy	Book Here



ELE/SLE Network Meetings 2022

Date & Time	Subject Leader Network Meetings	Booking Form Quick Link
7 th February	ELE/SLE Network Venue: online	Book Here
8 th June	ELE/SLE Network Venue George Spencer Academy	Book Here
July TBC	ELE/SLE Network Venue George Spencer Academy	Book Here



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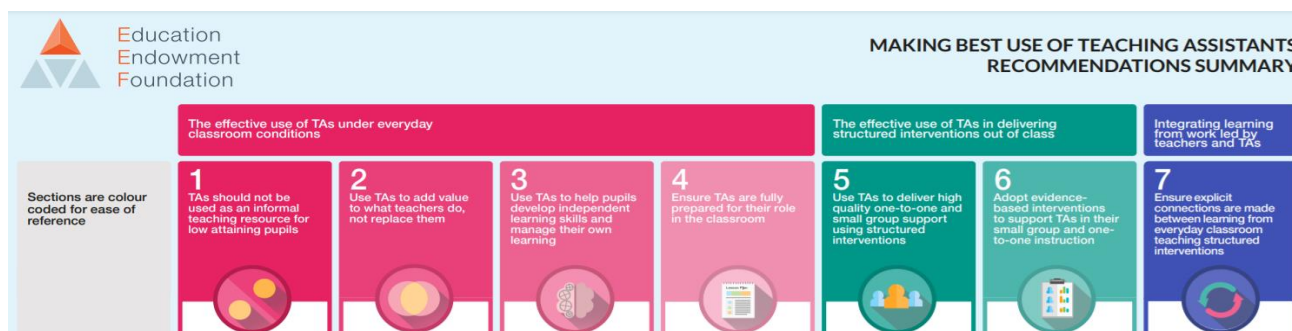
Leading Teaching Assistants

13th January – 7th February 2022

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 th January 1- 4pm	1- 4pm
Session 2	20 th January 1- 4pm	1- 4pm
Session 3	7 th February 1- 4pm	1- 4pm

Who: school leaders, including SENDCOs, the focus includes deployment in classrooms, intervention delivery and effective implementation of your strategy.

Venue: Online

Cost: £150

Facilitators: Sally-Ann Mitchell, Dylan Murphy, Katie Pattinson, Amy Ford

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

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.

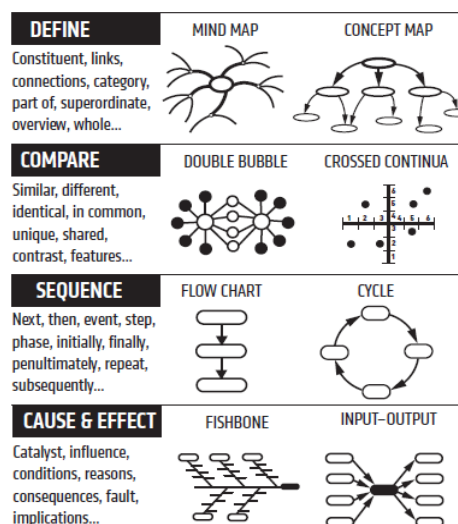
Date: 26th January 2.30pm – 4.30pm, 9th February 2.30pm – 4.30pm, 2nd March 2.30pm – 4.30pm

Cost: £90

Facilitator: Mary-Alice Lloyd

Venue: Online

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





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Early Years Programme

25th January – 28th March 2022

Join us for this Early Years Programme looking at the principles of developing an evidence-rich approach to improving teaching and learning in Literacy in the Early Years Phase.

Our Evidence Leaders in Education for Early Years are delivering a series of sessions to help practitioners engage with critical documents: the EEF [Preparing for Literacy Guidance Report](#), [Early Maths Guidance Report](#) and the new EYFS Statutory Framework



Here are a few of the key threads to the programme. Throughout the programme, the facilitators will create more bespoke strategies and tools for support to match the cohort and ensure that you leave the course with the best bets for creating an evidence rich approach to improving teaching and learning in the Early Years phase.

Developing Early Reading	25/01/2022	1.00-4.00pm	Online
Supporting Early Language Development	08/02/2022	1.00-4.00pm	Online
Ensuring a Continuous Provision Environment	09/03/2022	1.00-4.00pm	George Spencer Academy
Developing Early Writing	15/03/2022	1.00-4.00pm	George Spencer Academy
Early Maths	23/03/2022	1.00-4.00pm	George Spencer Academy
Maximising Outdoor Learning	28/03/2022	1.00-4.00pm	George Spencer Academy

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

Date: 25th January – 28th March 2022

Cost: £295

Facilitator: Nicol Winfield, Aimee Allen, Leanne Oswin

Venue: Blended Online and Face to Face George Spencer

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

Teaching Assistants Training Programme

2nd March - 18th May, 2022

Teaching assistants (TAs) account for 28% of the overall school workforce in mainstream schools in England (DfE, 2020) and are most commonly found in schools with high levels of disadvantage (EPI, 2020). As linchpins of so many school communities, it is essential that we continue working to unlock teaching assistants' potential by carefully reviewing how they are deployed and supported.

This 5 module course takes you through the EEF guidance and explores the strongest evidence base and practical tools. Below are the topics covered throughout the programme, each module has a strong evidence base but also includes a suite of implementation tools and exemplars to take away. Throughout the programme we will hear case studies from other schools and settings to further exemplify the research into practice. By the end of the course you will have a clear understanding of the what the guidance advocates along with key strategies on how to make change happen in your school.



Session 1	Session 2	Session 3	Session 4	Session 5
Evidence informed principles	Quality First Teaching	Oracy	Trauma and Attachment	Delivering Interventions
How pupils learn – model of memory	Modelling, including Worked Examples	Vocabulary	Ready to Learn	Formative and Diagnostic Interventions
Cognitive Load Theory	Breaking down complex tasks	Making every interaction an intervention	Principles of SEL	Evidence on 1-2-1 and group interventions
Activate Prior Learning	Scaffolding and Questioning	PP Strategy Document	Planning Developmental Steps	Teacher-TA Agreement
Reducing Split Attention	Metacognition	Accountable Talk – Extending Independence	SEND and EHCPs	



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

Cost: £295

Facilitator: Sally-Ann Mitchell, Amy Ford

02/03/2022	1.00-4.00pm	Portland Spencer Academy
17/03/2022	1.00-4.00pm	Portland Spencer Academy
28/04/2022	1.00-4.00pm	Portland Spencer Academy
04/05/2022	1.00-4.00pm	Portland Spencer Academy
18/05/2022	1.00-4.00pm	Portland Spencer Academy

Venue: Portland Spencer Academy Conference Centre

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



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Dynamic Teaching in the 6th Form

3rd February – 5th May

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.



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

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 utmost 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.

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	03/02/2022	4.00-6.00pm	Online
Session 2	10/03/2022	4.00-6.00pm	Online
Session 3	24/03/2022	4.00-6.00pm	Online
Session 4	05/05/2022	4.00-6.00pm	Online

Who: KS5 subject leaders, KS5 Teachers

Cost: £90

Facilitator: Alison Brown

Venue: Online

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

Secondary Feedback

11th March – 30th March 2022

The EEF Toolkit reports feedback as one of the high-impact low cost teaching approaches with +6 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.

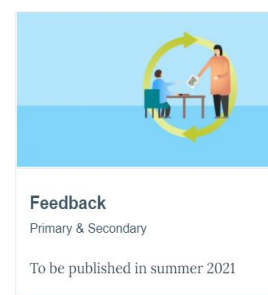


This course offers a walkthrough of the guidance report alongside a suite of takeaway strategies for implementing feedback and maximising opportunities for diagnostic assessment as part of quality first teaching.

Join us in this feedback short course where we will highlight the importance of a thoughtfully designed and implemented feedback policy and encourage schools to prioritise key principles over methods, these principles focus on laying strong foundations for feedback, ensuring that it serves to move learning forward, and that teachers plan ahead how it will be received and used by their pupils.

Feedback	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
<small>Very high impact for very low cost based on extensive evidence</small>			

Session 1	11 th March 2022 1.30pm – 4.00pm
Session 2	22 nd March 2022 1.30pm – 4.00pm
Session 3	30 th March 2022 1.30pm – 4.00pm



Secondary Facilitators: Amy Ford, Claire Sutton, Natalie Campbell

Venue: Chellaston Fields Spencer Academy

Cost: £150

Who: Secondary Leaders & Classroom Teachers

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

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Feedback


Very high impact for very low cost based on extensive evidence

£ £ £ £ £

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+6

Session 1	25th April 2022 1.30pm – 4.00pm
Session 2	9 th May 2022 1.30pm – 4.00pm
Session 3	24 th May 2022 1.30pm – 4.00pm



Feedback
Primary & Secondary
To be published in summer 2021

Primary Facilitators: Cara Miles, Leanne Oswin, Jon Headley

Venue: Online

Cost: £150

Who: Primary Leaders & Classroom Teachers

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

Join us for this series of supporting SEND pupils in mainstream settings. Our SEND specialist ELEs will share with you the research and evidence drawn from the EEF Guidance report – SEND in Mainstream Schools – and in turn practical guidance and strategies for direct in-school implementation.

All sessions are free to access as Zoom webinars held 4pm-5pm:



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS Summary of recommendations

1
Create a positive and supportive environment for all pupils, without exception

- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
- promote positive relationships, active engagement, and wellbeing for all pupils;
- ensure all pupils can access the best possible teaching; and
- adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2
Build an ongoing, holistic understanding of your pupils and their needs

- Schools should aim to understand individual pupils' learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.

3
Ensure all pupils have access to high quality teaching

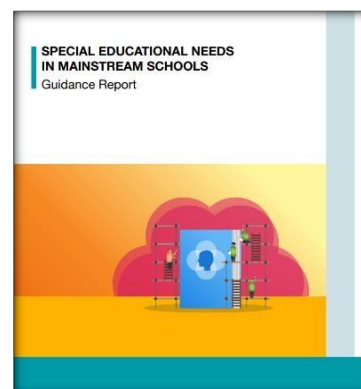
- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4
Complement high quality teaching with carefully selected small-group and one-to-one interventions

- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [Getting Better at What A School's Guide to Implementation](#).

5
Work effectively with teaching assistants

- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [Using Teaching Assistants](#) provides detailed recommendations.



Deployment of TAs	27th January, 2022, 4pm – 5pm	Sally Ann Mitchell
Parental Engagement	24th February, 2022, 4pm – 5pm	Dylan Murphy
EHCP Engagement Model	10th May, 2022, 4pm – 5pm	Ian Armstrong

Facilitators: Sally Ann Mitchell, Dylan Murphy, Ian Armstrong

Venue: Online

Cost: Free

Who: SENDCos, PP Leads, Classroom Practitioners

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

This twilight series aims to help secondary schools improve literacy in all subject areas.

This twilight series challenges the notion that literacy in secondary school is solely the preserve of English teachers, or literacy coordinators. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school.



These sessions provide an opportunity to delve into the seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. Throughout the twilight series there will be opportunities to network with other schools and explore case studies of a range of educational settings where they have successfully implemented change by putting evidence into practice.

All sessions are free to access as Zoom webinars held 4pm-5pm:

Session 1 - Disciplinary Literacy	03/03/2022	4.00-5.00pm
Session 2 - Vocabulary	16/03/2022	4.00-5.00pm
Session 3 - Struggling Readers	29/03/2022	4.00-5.00pm



Facilitators: Amy Ford, Gina Wharton, Lauren Carter Cooke

Venue: Online 4pm – 5pm

Cost: Free

Who: Literacy Leads, Head of Faculty, Classroom Practitioners

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

Our 'Quality of Education' – the journey around articulating our curriculum intent, implementation and impact – is something schools have been wrestling with since the launch of the new inspection framework. How we construct and develop an ambitious curriculum to help our pupils to know more and remember more are key threads of thinking in our minds at present.

Join our curriculum twilight series where we draw on key expertise and threads on how can we maximise learning to make the biggest impact.

All sessions are free to access as Zoom webinars held 4pm-5pm:



Ofsted and the Curriculum Question: Peter Monk
19th January 2022 4pm – 5pm

This session covers the background to the new OFSTED framework and the focus on the curriculum. We will explore the methodology of a Deep Dive, particularly with regard to curriculum intent and consider the impact of the pandemic and 'inspecting with no outcomes' within this context.



Diversity in the Curriculum: Bennie Kara
31st January 2022 4pm – 5pm

How do we create a knowledge-rich and diverse curriculum? This session explores the misconceptions around diversity in the curriculum, diving into the theory and practice of designing and delivering a representative curriculum.



Cognitive Science, Curriculum and Transfer: Daniel Muijs
10th February 2022, 4pm – 5pm

In this presentation Daniel will look at what research in cognitive science tells (and doesn't tell us) about curriculum. He will look at what this means for curriculum design, and how that relates to the contentious issue of transfer of knowledge and skills

Facilitators: Peter Monk, Bennie Kara, Daniel Muijs

Venue: Online 4pm – 5pm

Cost: Free

Who: Leadership Teams, Curriculum Leads, Classroom Practitioners

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

Speaker Bio:



Peter Monk

Peter Monk is a Link Advisor for Derbyshire, a PD Consultant for ASCL, and carries out a variety of work for the Spencer Teaching School Hub as an ELE (including NPQ delivery). Peter is involved with school improvement work with a range of schools and is an associate lecturer for Coventry University delivering on their MA in Educational Leadership. Peter has worked for Ofsted since 2015. Prior to this Peter was a headteacher for 19 years.



Bennie Kara
@benniekara

Bennie Kara is a deputy headteacher in the East Midlands, specializing in curriculum, and teaching and learning. She started her career in the inaugural cohort of Teach First in 2003, teaching English. Bennie speaks, writes and trains on diversity in the curriculum. She is the author of 'A Little Guide for Teachers: Diversity in Schools' (Sage Education). She has written on diversity for publications such as Schools Week and the Chartered College of Teaching's Education Exchange.



Daniel Muijs
@profdanielmuijs

Daniel is Dean of the School of Education and Society at Academia University of Applied Science in Amsterdam. He is also a visiting professor at the University of Southampton. Previously he was Deputy Director for Research and Evaluation of Ofsted and professor in education departments at the universities of Southampton, Manchester and Newcastle.

Sign up to our free online curriculum twilight series here:

<https://researchschool.org.uk/derby/event/curriculum-twilight-series>

Secondary Science Twilight Series – Physics

26th January 4pm – 5.30pm

This session will focus on Physics. There will be an emphasis on Subject Knowledge Enhancement (SKE) for those who might be looking to improve their understanding in this particular area of science, those new to teaching science, or more experienced teachers interested in the development of new ideas.

The emphasis will be to build confidence by considering a selection of physics ideas; those where misconceptions arise or where describing the scientific concepts is a challenge.

Venue: Online 4pm – 5.30pm

Cost: Free

Who: Curriculum Leads, Classroom Practitioners

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



Secondary Science Twilight Series – Chemistry

10th March 4pm – 5.30pm

This third session will focus on Chemistry, looking at common topics which span the gap from primary (KS2) to secondary (KS3). There will be an emphasis on Subject Knowledge Enhancement (SKE) for those who might be looking to improve their understanding in this particular area of science, those new to teaching science, or more experienced teachers interested in the development of learning between key stages.

Venue: Online 4pm – 5.30pm

Cost: Free

Who: Curriculum Leads, Classroom Practitioners

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



The following twilight provides opportunities to network and learn with colleagues in the same role in other schools. The sessions are aimed at subject leaders and other key school staff. Each session is professionally facilitated by STEM consultants.

All sessions are free to access as Zoom webinars held 4pm-5,30pm:



Venue: Online 4pm – 5.30pm

Cost: Free

Who: Curriculum Leads, Classroom Practitioners

Booking Details: Please find [Booking Form Here](#) **Further Details on our website:** [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 th April, 2022 1.00pm – 4.00pm	George Spencer Academy
Session 2	11 th May, 2022 1.00pm – 4.00pm	George Spencer Academy
Session 3	24 th May, 2022 1.00pm – 4.00pm	George Spencer Academy
Session 4	8 th June, 2022 1.00pm – 4.00pm	George Spencer Academy
Session 5	13 th June, 2022 1.00pm – 4.00pm	George Spencer Academy
Session 6	22 nd June, 2022 1.00pm – 4.00pm	George Spencer Academy

Facilitators: Tammy Elward, Natasha Birch, Victoria Raynor, Sarah Mcaneny

Venue: George Spencer Academy

Cost: £295

Who: Primary and Secondary Leadership Teams, Pastoral Leads, Classroom Practitioners, SENDco

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

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

Who: Pupil Premium Leads, Senior Leaders **Venue:** George Spencer Academy **Cost:** £295

Facilitators: Tammy Elward, Amy Ford, Katie Pattison

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

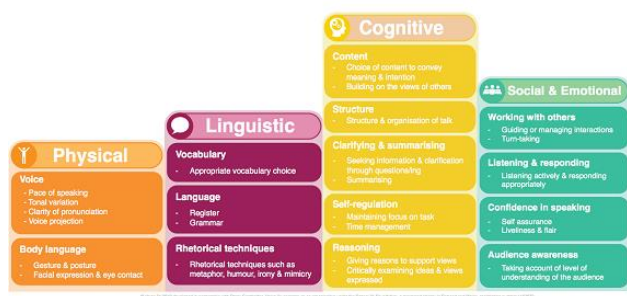
Despite the fact that Spoken Language forms one third of the English curriculum, its teaching in schools has often been neglected. Too often, Oracy is seen as an activity to support other subjects. Whilst Oracy is important for facilitating learning across the whole curriculum, we must also think carefully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

Date: 10th June 8.30am – 3pm

Cost: £90

Facilitators: Amy Ford, Katy Crawford

Venue: Chellaston Fields Spencer Academy

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

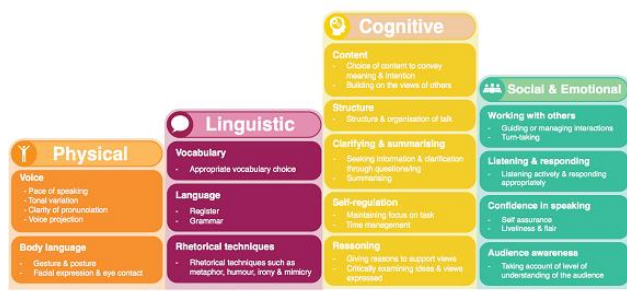
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- Think about whether Oracy is celebrated in your environment.
- Are student's verbal comments collected and displayed?
- How often do you read aloud to your class and tell stories?
- How many chances do students get to perform poetry, plays, debates, speeches?
- Do you model disciplinary talk in your subject areas?
- Do all learners including our most vulnerable and EAL feel a sense of inclusion in your language rich classrooms?
- Do students know the power of being able to reason like a Scientist, debate like a politician etc?

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 in Secondary 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 secondary/P16 education.

Date: 24th June 8.30am – 3pm

Cost: £90

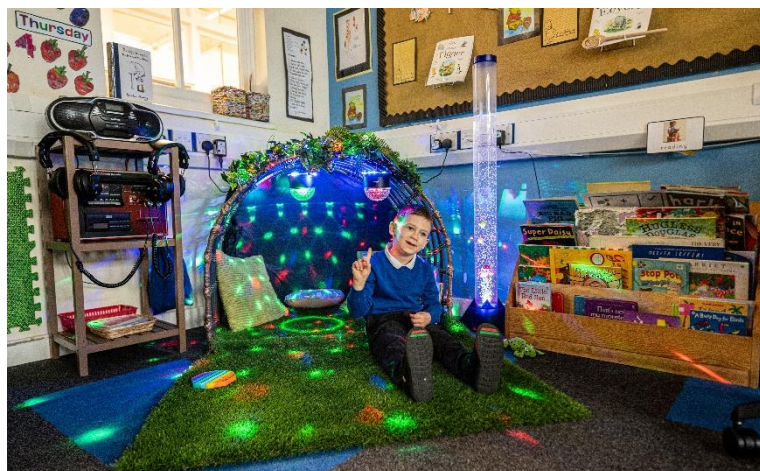
Facilitators: Amy Ford, Geraldine McCauley

Venue: Chellaston Fields Spencer Academy

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

“Good teaching for pupils with SEND is good teaching for all”. Vital for Some; Beneficial for All.

This three part modular programme will support teachers to develop their ability to effectively meet the needs of all SEND learners in their classroom, using the 5 Key Recommendations from the EEF's SEND Support in Mainstream Schools Guidance Report. This programme aims to raise the profile of SEND to ensure it is a key focus for all professionals across all settings, making Every Teacher a Teacher of SEND.



This programme is aimed at mainstream primary and secondary teachers.

The programme will cover key threads such as

- Relationships and Knowing Your Learner: Top Tips for Working with Parents and other Professionals
- Effective Classroom Leadership: Working with Teaching Assistants and the Complimentary Use of Interventions
- Practical High Quality Teaching Strategies to Meet the Needs of all SEND Learners

In the High Quality Teaching session you will hear from outstanding classroom practitioners and experts as they share real-school, practical tips on how to implement the EEF's top 5 effective High Quality Teaching strategies in your classroom.

- Modelling (Cognitive & Meta-Cognitive strategies)
- Scaffolding
- Flexible Grouping
- Explicit Instructions & Language
- ICT to support learning

Who: This event is open to practitioners from Primary and Secondary Schools

Date: 12th May, 25th May and 15th June 1.00 – 4.00pm

Cost: £150

Facilitators: Euan Holden, Dylan Murphy

Venue: Portland Spencer Academy Conference Centre

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

Join us on this 5 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 – Disciplinary Literacy and Vocabulary	14/06/2022	8.30am-3.30pm
Session 2 – Oracy and High Quality Talk	28/06/2022	1.00pm-4.00pm
Session 3 – Reading: Breaking Down Complex Texts	05/07/2022	1.00pm-4.00pm
Session 4 – Writing: Breaking Down Complex Tasks	13/07/2022	1.00pm-4.00pm
Session 5 – Effective Literacy Intervention and Implementation	19/07/2022	8.30am-3.30pm

Who: Secondary Curriculum Leaders, Literacy Leads, Senior Leadership

Venue: George Spencer Academy

Cost: £295

Facilitators: Amy Ford, Sarah Ryce

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

English as an Additional Language (EAL) pupils form a growing part of our schools' population. Catering for these pupils' needs within the mainstream classroom is crucial to ensuring that their level of English proficiency develops, and that they effectively learn the necessary curriculum content.



This two part twilight series provides practical training to support the learning of EAL pupils in the classroom: understanding their needs, identifying their proficiency and supporting their progress. This twilight is aimed at classroom teachers and support staff and those specialising in English as an Additional Language (EAL).

This twilight series will cover the following threads:

- Understand EAL pupils: recognise the key characteristics of English language learners to best shape your provision.
- Understand EAL learner needs: know the fundamentals of effective teaching for EAL pupils in mainstream classes.
- Teach EAL pupils: practical tips to adapt your lessons to meet the needs of EAL pupils.
- Identify proficiency: successfully assess the English language proficiency of pupils.
- Assess EAL pupils effectively: understand how to carry out EAL assessments, and how to use this information to inform planning.
- Gauge understanding of content: clarify how to assess pupils' understanding of curriculum content based on their level of English proficiency

Who: Classroom practitioners primary and secondary

Date: 17th May and 25th May 2022 4pm – 5pm

Venue: Online

Cost: Free

Facilitators: Natalie Campbell

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

Primary Subject Leader Network Meetings

17th May – 25th May 2022

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
EYFS	Aimee Allen	Portland Spencer Academy Conference Centre	March 1 st 1.30 – 3.30pm July 15 th 1.30 – 3.30pm
English	Tracey West	Portland Spencer Academy Conference Centre	March 9 th 1.30 – 3.30pm July – 11 th July 1.30 – 3.30pm
Computing	Tom Konsek	Portland Spencer Academy Conference Centre	March 18 th 1.30 – 3.30pm July 8 th 1.30 – 3.30pm
Science	Rachel Bird	Wyndham Primary Academy,	March 2 nd 1.15-3.30pm July 13 th 1.15-3.30pm
Outdoor Learning	Anna Young	St Giles School and Portland Spencer Academy Conference Centre	March 24 th 1.30 – 3.30pm July 12 th 1.30 – 3.30pm
History	Becky Harries	Wyndham Primary Academy	March 10 th 1.30 – 3.30pm July 5 th 1.30 – 3.30pm
Geography	Elaine Wainwright/Emily Noke	Wyndham Primary Academy	March 30 th 1.30 – 3.30pm July 7 th 1.30 – 3.30pm
Music	Gemma Whiley	Portland Spencer Academy Conference Centre	March 7 th 1.30 – 3.30pm July 13 th 1.30 – 3.30pm
Art	Jessica Oliver	Heanor Gate Science College	March 3 rd 1.30 – 3.30pm July 19 th 1.30 – 3.30pm

Profiles

English – Tracey West: 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'.



Computing – Tom Konsek 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 exerts. 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

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.

History - Becky Harries rharries@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

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.



Outdoor Learning – Anna Young AYoung@stgiles.derby.sch.uk

Areas of Focus: **Outdoor Provision**

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 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.



in

Geography – Emily Noke 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.

Who: Primary practitioners

Venue: Various

Costings: £250 per subject £800 Full Package All Subjects

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



Secondary Subject Leader Network Meetings

Derby
Research School

2022

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	Venue
English	28 th February 1 – 3pm 28 th June 1 – 3pm	Blended Online and Portland Spencer Academy
Science	15 th March 1 – 3pm 23 rd June 1 – 3pm	Blended Online and Portland Spencer Academy
Maths	2 nd February 1-3pm 21 st March 1 – 3pm 22 nd June 1 -3pm	Blended Online and Portland Spencer Academy
History	10 th February 1-3pm 31 st March 1 – 3pm 6 th July 1 – 3pm	Blended Online and Portland Spencer Academy
RE	3 rd February 1-3pm 30 th March 1 – 3pm 5 th July 1 – 3pm	Blended Online and Portland Spencer Academy
Geography	9 th February 1-3pm 29 th March 1 – 3pm 30 th June 1 – 3pm	Blended Online and Portland Spencer Academy
Design & Technology	26 th February 3.30-4.30pm 26 th March 1 -3pm 19 th July 1 – 3pm	Blended Online and Wyndham Spencer Academy

Who: Primary practitioners

Venue: Various

Costings: £250 per subject £800 Full Package (All subjects)



Derby
Research School

System Leader Network Meetings 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
7 th February 2022	4.00pm – 5.30pm
8 th 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

Emails Regarding Event Management: Helen Froome, Research School Coordinator
hfroome1@satrust.com