

NEW YEAR COURSE OFFERS –



January 2022

FREE Online Curriculum Twilight Series - [BOOK 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.



Pupil Book Study: stop making assumptions.: **Alex Bedford**

12th January 2022 4pm – 5pm

Use evidence-led and structured conversations to quality assure the curriculum, teaching and learning. This fantastic model is based on evidence informed practices and research which looks at how the school’s curriculum design connects with the teaching and learning – the content and knowledge, the sequence, and vocabulary instruction.



Ofsted and the Curriculum Question: **Peter Monk**

19th January 2021 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

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Leading Teaching Assistants



13th January, 20th January, 7th February 1 – 4pm

Online: Leading Teaching Assistants – [BOOK 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.



Updated

Making Best Use of Teaching Assistants
Primary & Secondary
Guidance to help primary and secondary schools make the best use of TAs

[Download PDF](#)

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.

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

Venue: Online

Facilitators: Sally Mitchell, Katie Pattinson, Dylan Murphy

Booking Details: [Please click here](#)



Special Educational Needs in Mainstream Schools
Primary & Secondary

Five recommendations on special education needs in mainstream schools

[Download PDF](#)

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Early Years Programme



25th January, 8th February, 9th March, 15th March, 23rd March, 28th March 1 – 4pm

Online: Early Years Programme 6 modules – BOOK HERE

In this Early Years programme we explore the new statutory framework and cover numeracy, literacy, continuous provision, oracy, communication and social and emotional learning. We delve into the evidence base and provide supportive strategies to improve teaching and learning in the Early Years.



Early Years
Improving the teaching and learning of early years

The page features a large blue header with the title 'Early Years' and subtitle 'Improving the teaching and learning of early years'. Below the header is a circular graphic showing a teacher kneeling and interacting with two children, with speech bubbles indicating conversation. The main content area is white and contains two cards describing the programme's focus areas.

Guidance Reports
Improving Mathematics in the Early Years and Key Stage 1
Five recommendations to support practitioners in developing the maths skills of 3–7 year-olds

Early Years Primary

Guidance Reports
Preparing for Literacy
Seven recommendations to support improving early language and literacy

Early Years

Who: This event is open to Early Years practitioners

Facilitator: Leanne Oswin, Nicol Winfield, Aimee Allen

Venue: Online for Spring 1 and Portland Spencer Academy for Spring 2 onwards

Booking Details: Please [click here](#)

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Graphic Organisers



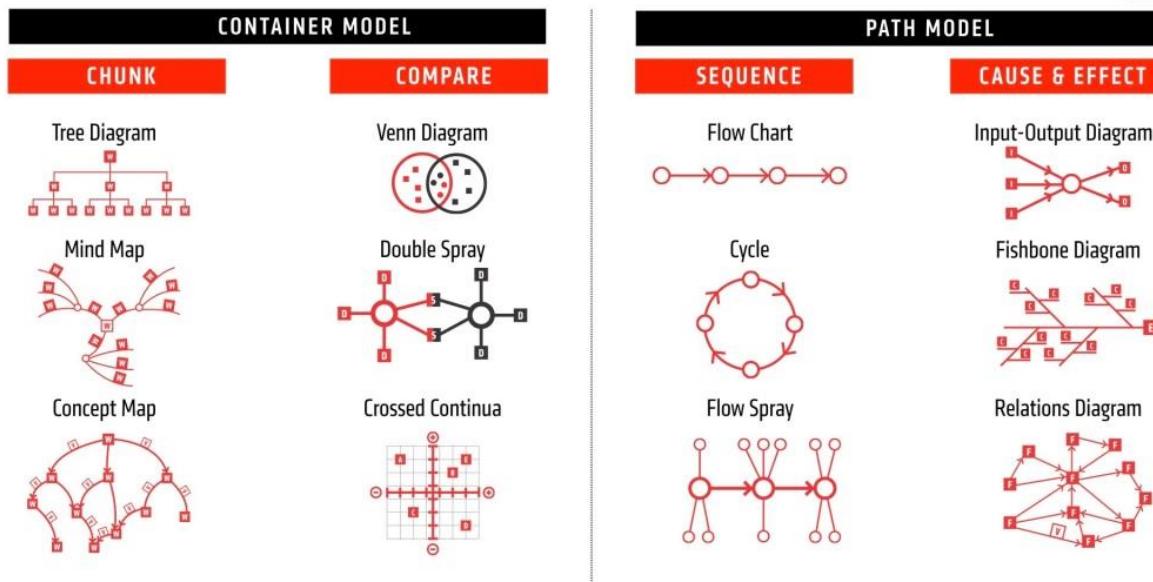
Thinking and Connecting Learning

26th January 8.30am – 3.00pm

Online: Graphic Organisers– [BOOK HERE](#)

Graphic organisers 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.

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CAV



This day is aligned with the new 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

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Dynamic Teaching in the 6th Form



4 Modules starting on 3rd February

4pm – 6pm

Teaching Success at Sixth Form

Online Dynamic Teaching in the 6th Form- [BOOK HERE](#)

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.

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.

Week 1 Sixth Form Success - Strategies for Success

- Loaded memory - planning course structure and teaching techniques that work
- What's your focus - making every lesson count
- Implementing effective studying - making study time count

Week 2 Sixth Form Success - Stretch, Challenge & Support

- Enabling all to access the course
- Stretch and challenge for the most able
- Embedding critical thinking

Week 3 Sixth Form Success – Effective but Efficient Marking

- Who is working harder – you or the students?
- Making more of feedback
- Progress checks and tracking

Week 4 Sixth Form Success – Motivation and Independence

- Enabling effective transition from GCSE to A Level
- Developing Independence
- Utilising Online Platforms

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