

ResearchEDHome CPD Overview

Top recommendations

Subject	Speaker	Why should you watch this?	Who should watch this?	Key takeaways	Link
<p>Fight or flight? How 'stuck' schools are overcoming isolation*</p> <p>*isolation as in 'the feeling of isolation for schools that are struggling'</p>	Daniel Mujis (Deputy Director, Research and Evaluation, Ofsted)	<p>This talk is not relevant to Barr Beacon's context, as it discusses schools which have been Ofsted-rated less than 'good' for 13+ years, but it is an interesting talk if you have a general interest in Ofsted, educational policy, school improvement programmes, or the impact of MATs. The key takeaway column summarises most of what Daniel says – the rest of the talk gives context on the research Ofsted did.</p>	<ul style="list-style-type: none"> Anyone who has an interest in Ofsted and educational policy 	<ol style="list-style-type: none"> The three most important goals in school improvement are: upholding high teaching standards, getting the behaviour right, and support from the MAT The three biggest challenges identified by 'stuck' schools are: low parental motivation (e.g. hands-off parenting, low parental engagement with the school); isolation (e.g. being in unfashionable areas where it is difficult to recruit and retain staff), high pupil mobility (e.g. pupils frequently leaving or joining the school, feeling like the local authority 'dumps' children at the school) 	<p>Here</p>

Dual Coding to Organise Ideas	Oliver Caviglioli (information designer with a background as a special school headteacher; author of <i>Dual Coding with Teachers</i>)	Oliver tackles how to present and organise information for your classes, which has so much potential in the classroom. He draws upon a bank of evidence to suggest the traditional, linear way of presenting information (e.g. knowledge organisers) is not as purposeful as we might think, and offers up around 10 new ways to present information that will aid retention and retrieval.	<ul style="list-style-type: none"> Teachers of all subjects 	<ol style="list-style-type: none"> Evidence suggests that the brain encodes information in the same way it represents positions in space. Diagrams and knowledge organisers should be more than visual – they should be videospatial to tap into our innate ability to organise information in a spatial way. 	Here
DfE ITT Framework: Transforming Support & Development for New Teachers	Sam Twiselton (Director of Sheffield Institute of Education at Sheffield Hallam University)	Sam talks through her research, identifying three types of student teacher and how to recognise them. Offers some strategies to help support student teachers to progress.	<ul style="list-style-type: none"> Anyone involved in ITT or NQT induction 	<ol style="list-style-type: none"> The expertise of a new teacher lies in the way they conceptualise their lessons/role. A nine month ITT course is not enough to teach everything so training must continue into the NQT year. 	Here
How to pay attention	David Didau (a prominent, sometimes provocative, author of the blog <i>The Learning Spy</i> , author of <i>What If Everything You Knew About Education Was Wrong?</i> , <i>What Every Teacher Needs To Know About</i>)	Ironically I found it very difficult to focus on this one, but this is a useful section where David models how to guide pupils' attention through an exercise to help them find 'insight'. See key points below.	<ul style="list-style-type: none"> Teachers of all subjects 	<ol style="list-style-type: none"> Multi-tasking is impossible – we pay a cognitive task-switching penalty every time we change task. When we focus, we block out wider awareness, which can inhibit how much we notice. 	Here

	<p><i>Psychology and Making Kids Cleverer: A manifesto for closing the advantage gap.)</i></p>	<p style="text-align: center;">Key points</p> <ol style="list-style-type: none"> 1. It's hard enough to pay attention (task switching) 2. Our brains are aware of 2 modes of reality at the same time but... 3. ...our attention inhibits our wider awareness 4. Through guiding attention – and carefully adding to schema – we can improve the quality of attention and... 5. ...help students get better at noticing meaning. 			
<p>Recalibrating school culture: creating a climate for change</p>	<p>Sam Strickland (Principal of all-through The Duston School, where he has helped to guide its GCSE results from the bottom 20% nationally to the top 20% and A Level outcomes to the top 5% nationally. The organiser of ResearchED, author of <i>Education Exposed</i>)</p>	<p>Sam's experience is fascinating – he applied to be the headteacher of an 'Outstanding' school which was downgraded to 'Requires Improvement' weeks before he took up to the post. He rapidly turned the school around and his talk explains how he facilitated this. A lot of the principles Sam advocates are the same ones we promote at Barr Beacon so this can also be read as an exploration of our school ethos and the rationale behind it. He also showcases some of the evidence-based methods he used to achieve radical change. My personal picks of the most interesting strategies</p>	<ul style="list-style-type: none"> • Anyone with an interest in leadership 	<ol style="list-style-type: none"> 1. You permit what you promote and you promote what you permit. 2. The culture of a school is a powerful tool to ensure consistency and progress. 	<p>Here</p>

are below.

A simple approach to Teaching:

- Meet and Greet
- Do Now/Engage Task
- Big Question
- 30 second context for the lesson
- Retrieval
- Present New Material
- The teacher is the expert
- Visualisers!!!!!!!
- Teach to the Top!

KNOWLEDGE ORGANISERS

All students for all subjects will be given the following:

- An outline of the BIG QUESTION for the term.
- The Big Questions for each lesson.
- An Example Assessment and the assessment criteria.
- An example of what success in that assessment looks like i.e. a model answer.
- The 3 Homework tasks for the term.
- A knowledge organiser, detailing precisely what they need to know/learn.

The organisers will be given to students, used in lesson and tutor time and also emailed to parents.

YEAR 11 APPROACH – KEY STRATEGIES

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| <ul style="list-style-type: none">• Mentoring
All key/vulnerable students assigned a mentor (both teaching & support staff assigned as mentors)• Big Lectures
Delivering lecture style lessons to the whole cohort.• Passport to the Prom
Added incentive in the run up the exams.• Period 6
Revision sessions commence from Feb Half Term.• Launch Event
Countdown to the exams kicks off in November• Parental Engagements
Regular contact, parents evenings and parental talks. | <ul style="list-style-type: none">• Academic Review Day
Every year 11 student interviewed by their form tutor and a member of SLT to discuss progress and plans for the future.• External motivational speakers.• Personalised curriculum for specific students.• Assemblies
A series of motivational and informative assemblies delivered by SLT.• Student by student analysis following assessment points.• English/ Maths/ Science intervention days.• Master classes for key students – (Core subjects) |
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