

JTMAT Conference

7TH JANUARY 2019



When we first conceived the concept of this Conference, we were resolute in our intention to provide something truly inspirational, as well as highly practical, for all our colleagues. Having attended numerous training events and conferences ourselves, our planning group knows what makes for great staff development – and what does not. Based on this experience, the schedule below was drawn together with the following principles at its heart:

First, that our time and energy is a valuable resource which should be respected for its possibilities and not squandered cheaply. Second, that a staff body of over 500 colleagues can showcase from its own number examples of practice that are truly world class, and deserve the opportunity to do so. Third, that the chance to work collegiately across teams, across roles, and across schools is at the heart of our vision and that this event can further our ambitions to achieve more together than we can apart. Finally, that at a time in which the nation’s gaze appears to many to be fixated away from an educational vision for our children’s future, we must secure that future ourselves.

The themes of this conference are pinned to the principle that evidence-based study has demonstrated, as conclusively as can be reasonably expected, that metacognition

and self-regulation, feedback, and collaboration, can all have a transformational impact on learning and progress – at little or no cost. Add to this the fact that these areas are as relevant for Early Years pupils as they are to Post-16 students, and indeed to ourselves as lifelong learners, then the case for this event is a compelling one.

Supported by facilitators and presenters of national and international renown, the programme of sessions will hopefully create dilemmas amongst many of us: What can I possibly miss out on attending? Here, we can gain the comfort that our colleagues are here too – and can attend some of the sessions and workshops that we cannot. The dissemination of content from all sessions will be a priority for us.

We hope you will find the event valuable both individually and collectively, and that the learning we embark upon will be sustained through new ways of working, and new colleagues to work with. The value of this Conference will be in the longevity and impact of its legacy, and this is our challenge, and our goal.

I’ll close here by offering my sincere gratitude to all who have planned this event, all who are delivering within it, and all who will participate actively to make it a success. Your devotion and dedication is in itself an inspiration.

Mike

08:30-9:00	Arrival & Networking	
9:00-9:45	<p>Mike Donoghue & Gareth Moss Introduction and Key Messages</p> <p>1 2</p>	<p>Professor Guy Claxton Introducing Metacognition, Feedback and Collaboration</p> <p>3</p>
9:45-10:30	<p>Mike Donoghue & Gareth Moss Introduction and Key Messages</p> <p>1 2</p>	<p>Professor Guy Claxton Introducing Metacognition, Feedback and Collaboration</p> <p>3</p>
10:30-11:00	Break & Networking	

11:00-11:45	David Weston Unleashing Great Teaching 	Iggy Rhodes Using Evidence to Improve the Outcomes for your Students 	Nick Rose Memory Research for the Classroom 	Simon Cope Building Intrinsic Motivation 	Jill Berry The Power of Collaboration 	Tina Farrington Reaching out to all through Forest Schools 
11:50-12:35	Professor Guy Claxton Learning Power Classrooms: The Nitty-Gritty 	Iggy Rhodes Using Evidence to Improve the Outcomes for your Students 	Nick Rose Memory Research for the Classroom 	Tom Bithell Developing a Research Led Approach in School 	Jill Berry The Power of Collaboration 	Shaheen Hussain Early Years On-Line Learning Journals - What's the Impact? 
12:35-1:30	Lunch & Networking					
1:30-2:15	Professor Guy Claxton Learning Power Classrooms: The Nitty-Gritty 	David Weston Unleashing Great Teaching 	Teachmeet 1 	Nick Rose Memory Research for the Classroom 	Donna Preston Teaching for Mastery in Mathematics and CPD through Research Groups. 	Sue Plant Developing a Coaching Culture 
2:20-3:05	David Weston Unleashing Great Teaching 	Iggy Rhodes Using Evidence to Improve the Outcomes for your Students 	Teachmeet 2 	Jodie Greenhough Metacognition for the 'More Able' 	Tracy Moore How do you know 'what really matters' when making improvements to your teaching? 	Matthew Russell Metacognition in the Classroom - Let's Think in English 
3:10-3:40	Key Note - Dame Alison Peacock					
3:40-3:45	Closing Remarks - Mike Donoghue and Gareth Moss					

1. Introduction to the JTMAT Conference

ABOUT THIS SESSION:

"When people are financially invested, they want a return. When people are emotionally invested, they want to contribute." – Simon Sinek. Schools are in the People Business. The development of our staff is a founding principle of what JTMAT is about.

ABOUT THE FACILITATOR:

Gareth Moss has been Chair of JTMAT since its inception. Passionate about providing the best learning and opportunities to all of our young learners.

ADVANCED READING:

<http://engageforsuccess.org/show-70-sercos-approach-to-employee-engagement-with-gareth-moss>

WIDER READING:

None

2. John Taylor MAT: Key messages from the CEO and Chair

ABOUT THIS SESSION:

We will take the opportunity to share the Trust's vision and values, and how they dovetail into this event. It will outline the importance of practice that is innovative, that evolves, and is based on evidence of its effectiveness. We will emphasise the excitement and power of collaboration across twelve schools and over 500 colleagues - all with a belief in the power of education to improve lives and the world.

ABOUT THE FACILITATOR:

Mike Donoghue was Headteacher then Principal of John Taylor High School between 2010 and 2017. He is Chief Executive Officer of John Taylor MAT, a National Leader of Education (NLE), a member of the Regional School Commissioner's Headteachers Board and a representative on the Department for Education's Secondary Headteacher Reference Group. Previously he was a teacher of History, Head of Humanities and held both pastoral and curriculum leadership positions in several schools. He was an infant school governor for ten years.

ADVANCED READING:

MAT strategic plan 2018-21 MAT school improvement strategy

WIDER READING:

None

3. Introducing Metacognition, Feedback and Collaboration

ABOUT THE FACILITATOR:

Guy Claxton is an Oxford-trained cognitive scientist with a passion for education. From his scientific work comes the understanding that intelligence – how people go about learning - is grown or shrunk by experience; and from his work as an educator comes the realisation that teachers in regular classrooms have an amazing opportunity to influence that development of mind at all ages. He is Visiting Professor of Education at King's College London. His latest book, with a foreword by Carol Dweck, is *The Learning Power Approach: Teaching Learners to Teach Themselves*.

ADVANCED READING:

See publications on his website www.guyclaxton.net. Especially *Expanding the Capacity to Learn and Epistemic Apprenticeship*

WIDER READING:

The Learning Power Approach: Teaching Learners to Teach Themselves (Crown House, 2018).

New Kinds of Smart: How the Science of Learnable Intelligence Is Changing Education (Open University Press, 2010)

4. Unleashing Great Teaching: The Secrets to Effective Teacher Collaboration

ABOUT THIS SESSION:

In this session, David Weston will outline some of the latest research on how teachers can most effectively collaborate to hone their practice and pedagogy. Drawing on research, policy and practical case studies, he will help participants think just as hard about their own learning as they do for their pupils. Staff collaboration, when structured well, can hold the key to unlocking the best in staff.

ABOUT THE FACILITATOR:

David Weston is the founder and Chief Executive of the Teacher Development Trust, the national charity for effective professional development. He Chaired the Department for Education's Teachers' Professional Development Expert Group and, alongside Bridget Clay, wrote *Unleashing Great Teaching: the secrets to the most effective teacher development*. David is a secondary school governor and taught maths and physics for nine years in two schools in London and the South East. He is a Founding Fellow of the Chartered College of Teaching. David speaks and writes frequently for the education sector and national media and has had a number of radio and TV appearances on the subject of teaching, teacher development and LGBT issues.

ADVANCED READING:

TDT's Developing Great Teaching report summary – <http://TDTrust.org/dgt>

WIDER READING:

DfE Standard for Teachers' Professional Development – <https://tdtrust.org/research/dfe-cpd-standard>

TDT blog – <http://TDTrust.org/blog>

5. Using Evidence to Improve the Outcomes for your Students

ABOUT THIS SESSION:

Teachers and school leaders experiment all the time with new approaches in the classroom. Professional judgement and knowledge of your students' context is key, but can be supplemented with a grounding in the national and international evidence. Iggy will provide an overview of how to find high-quality, impartial information about promising approaches to try out in your classroom, as well as guidance on implementing and monitoring new approaches successfully. This session will cover all 3 focus areas for this event and will draw particularly on the EEF's guidance on metacognition and self-regulation.

ABOUT THE FACILITATOR:

Iggy Rhodes is a Programme Manager at the Education Endowment Foundation, leading their work on two themes: staff development and deployment, and student behaviour. The EEF, as the designated 'What Works' centre for education alongside the Sutton Trust, is a source of free, transparent and impartial advice about the evidence picture on education. Prior to joining the EEF, Iggy worked as a teaching assistant and English teacher before moving to national schools network Whole Education, coordinating collaborative teacher-led professional development. Iggy is a governor at a primary school in London.

ADVANCED READING:

Teaching and Learning Toolkit: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

WIDER READING:

EEF Metacognition Guidance Report: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

EEF podcast on metacognition: <https://educationendowmentfoundation.org.uk/news/trialled-and-tested-new-eef-podcast>

EEF Implementation guide: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

6. Memory Research for the Classroom

ABOUT THIS SESSION:

Nick Rose provides an overview of research into learning and memory arising from cognitive science. As well as examining working memory and long-term memory, and the role of forgetting, the session explores some of the important implications arising from the research useful for classroom teachers.

ABOUT THE FACILITATOR:

Nick Rose worked as a post-graduate researcher in psychology before he joined teaching in 2003. He taught science and later psychology in secondary schools, eventually becoming a Leading Practitioner for Psychology and Research. He created the blog *Evidence into Practice* and co-authored (with David Didau) "What every teacher needs to know about psychology", published in July 2016. After working with TeachFirst as a research specialist between 2016-2018, he recently joined the Institute for Teaching where he is involved in helping to design the Expert Teaching Masters programme.

ADVANCED READING:

None required

WIDER READING:

Willingham, D. (2009) *Why don't students like school? Because the mind is not designed for thinking*. American Educator. Spring 2009. <https://www.aft.org/sites/default/files/periodicals/WILLINGHAM%282%29.pdf>

McCrea, P. (2018) *Learning – what is it and how might we catalyse it?* <https://ift.education/learning-paper/>

7. Building Intrinsic Motivation

ABOUT THIS SESSION:

Have you ever felt... "If only the students want themselves to succeed as much as we do!" "They are happy to just do the basics and have little aspiration" "I feel like we want it more than the students" In this session we will explore how metacognition and collaborative learning can specifically motivate students to achieve, because they want to achieve. The principles and strategies shared would be suitable for cross-phase staff.

ABOUT THE FACILITATOR:

Simon Cope has had a range of pastoral, curriculum and leadership roles within 3 differing schools. He has a particular passion for engaging pedagogy that drives students progress. Simon has worked with two different LEAs in supporting struggling staff and as part of the Breakthrough raising boys' achievement project. Ceri Porter has taught in 3 schools across 2 different authorities. She has a track record of gaining high student outcomes through creative delivery. Together we share a common goal to inspire students to love learning.

ADVANCED READING:

<https://education.cu-portland.edu/blog/classroom-resources/classroom-metacognition/> (Blog)

<http://unesdoc.unesco.org/images/0024/002431/243126e.pdf> (Education research and foresight)

WIDER READING:

Talk-less teaching - Practice, participation and progress - Isabella Wallace & Leah Kirkman

Why don't students like school? Daniel T. Willingham

8. The Power of Collaboration

ABOUT THIS SESSION:

This workshop is suitable for Middle Leaders, Senior Leaders and Heads from all phases of education. It will explore how leaders at all levels can make the most of collaboration in order to strengthen the teams they lead and secure school improvement. It will include:

- Why it is important to look outwards – as schools and as leaders within schools/colleges
- How we can benefit from and contribute to collaborative practices within and across educational establishments
- What leaders can do both to model and encourage a collaborative outlook within the teams/schools they lead

ABOUT THE FACILITATOR:

Jill Berry - I taught for thirty years across six different schools, state and independent, and was a head for the last ten of these. Since leaving headship in 2010 I have completed a Professional Doctorate in Education, researching the transition to headship; written a book based on my research and experience: 'Making the leap - Moving from deputy to head' (Crown House, 2016) <https://www.crownhouse.co.uk/publications/making-the-leap>; and carried out a range of leadership consultancy work, including leadership training at all levels. I am an advocate for the opportunities presented by social media for networking and professional development in education, tweeting @jill_berry102 and blogging jillberry102.blog.

ADVANCED READING:

Blogs - jillberry102.blog

WIDER READING:

Jill has written a number of pieces for the Guardian Teacher Network – <https://www.theguardian.com/profile/jill-berry>

And for the TES: <https://www.tes.com/author/jill-berry> (subscription may be required)

9. Reaching out to all through Forest Schools ... Early years to Key Stage 4

ABOUT THIS SESSION:

Forest Schools – fanciful or beneficial? Find out how a whole school programme of purposeful, collaborative Forest School learning, linking where appropriate to the National Curriculum, has been implemented at Shobnall Primary.

Share our journey where you will discover:

- How Long Term plans have been established for all pupils from Nursery to Year 6
- How provision is closely monitored
- The breadth and variety of how children's learning is evidenced
- How the impact of our Forest School sessions for all abilities and learners is measured

Could Forest Schools help to equip learners in your school, no matter what their age, with strategies to improve outcomes in the classroom, develop lifelong skills or inspire a possible vocational career?

ABOUT THE FACILITATOR:

Tina has worked in the Primary sector for the past 23 years, teaching across all the different Key Stages with a specialism in Early Years. She became an Early Years Consultant in 2010 for the Local Authority. Designing training packages, carrying out Moderation visits for the Early Years Foundation Stage Profile and classroom collaborative tasks were an integral part of this work. Tina returned to teaching in 2013, working at Shobnall Primary School as Assistant Head Teacher and full time Reception Teacher. In 2015 she gained her Level 3 Forest School Practitioner's Award and has driven the development of this whole school initiative since then.

ADVANCED READING:

www.forestschoollassociation.org
www.forestschools.com

Impacts of Long Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing by Sarah Blackwell

WIDER READING:

'Forest School & Autism - a Practical Guide' by Michael James

'Activities, Games and Challenges for Learning Outside the Classroom' by Tracey Maciver

10. Learning Power Classrooms: The Nitty-Gritty

ABOUT THIS SESSION:

Metacognition, collaboration and feedback - being able to think and talk about your own learning (the process, not the content), to engage well with learning partners, and to give feedback helpfully and receive it graciously - are just three of the essential habits of mind of the powerful learner that all teachers should be aiming to strengthen in every lesson. This session will show you two dozen small tweaks to your classroom ethos that helps this mind training to happen.

ABOUT THE FACILITATOR:

Guy Claxton is an Oxford-trained cognitive scientist with a passion for education. From his scientific work comes the understanding that intelligence – how people go about learning - is grown or shrunk by experience; and from his work as an educator comes the realisation that teachers in regular classrooms have an amazing opportunity to influence that development of mind at all ages. He is Visiting Professor of Education at King's College London. His latest book, with a foreword by Carol Dweck, is *The Learning Power Approach: Teaching Learners to Teach Themselves*.

ADVANCED READING:

See publications on my website, www.guyclaxton.net. Especially *Expanding the Capacity to Learn and Epistemic Apprenticeship*

WIDER READING:

The Learning Power Approach: Teaching Learners to Teach Themselves (Crown House, 2018).

New Kinds of Smart: How the Science of Learnable Intelligence Is Changing Education (Open University Press, 2010)

11. Early Years On-Line Learning Journals - What's the Impact?

ABOUT THIS SESSION:

- How on line learning journals fit into the life of a Reception class and the impact it has on the relationships between school, child and home
-The possible impact on line learning journals can have on progress children make in Early Years
- How on line learning journals support collaborative learning within the school including development of other subject leaders understanding of an effective Early Years curriculum

ABOUT THE FACILITATOR:

Shaheen Hussain - When I first qualified (now over 21 years ago!) I thought Key Stage 2 was where I wanted to be but little did I know my passion was to work with the younger children in school. I believe that any child no matter what their background or circumstances deserves the best the education system can give them and that every child needs that one adult that believes in them and pushes them to be the best they can be!

ADVANCED READING:

<https://www.teachwire.net/news/why-your-early-years-setting-should-embrace-online-learning-journals>

<https://rockmyclassroom.com/2014/11/09/my-views-on-using-online-learning-journal-tapestry/>

WIDER READING:

None

12. Teaching for Mastery in Mathematics and CPD through Research Groups.

ABOUT THIS SESSION:

This session will explain the Maths Hubs' Teacher Research Group Programme and how it has the potential to improve teaching and learning through collaborative learning and feedback. We will also consider how collaborative learning and feedback underpin some of the key principles of Teaching for Mastery. This will be done by looking at the key elements of Teaching for Mastery in mathematics and exploring some KS2/KS3 mathematics using the approach.

ABOUT THE FACILITATOR:

Donna Preston is a primary school teacher and Maths Lead at Needwood Church of England (VA) Primary School. She completed a post-graduate certificate to be a Specialist in Primary Mathematics in 2015. The following year she trained with the NCETM to become a Mastery Maths Specialist for the North Midlands and Peaks Maths Hub. In 2017-2018 Donna took part in the Shanghai-England Exchange and trained with the NCETM to become a PD Lead in Maths. She is now in her second year of working with 6 primary schools in the Hub's region developing Teaching for Mastery through a Teacher Research Group.

ADVANCED READING:

Teaching for Mastery – the work being done in Maths Hubs: <http://www.mathshubs.org.uk/what-maths-hubs-are-doing/teaching-for-mastery/>

Secondary Mathematics Teaching for Mastery: <https://www.ncetm.org.uk/files/69314786/Secondary+Teaching+for+Mastery+December+2017.pdf>

The Essence of Maths Teaching for Mastery (Primary): <https://www.ncetm.org.uk/files/37086535/>

WIDER READING:

<https://www.ncetm.org.uk/resources/47230>

<https://educationendowmentfoundation.org.uk/news/eef-blog-mastery-and-maths/> which links to the EEF document...

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/#recommendation-4>
<https://www.youcubed.org>

<https://www.ncetm.org.uk/resources/51120>

13. Developing a Coaching Culture

ABOUT THIS SESSION:

This session will explore what coaching is and what coaching isn't. It will look at different models for coaching which enable a formal coaching structure within an organisation. It then look at how informal dialogues improve the quality of conversations in schools for both students and staff.

ABOUT THE FACILITATOR:

Sue Plant has been working in education for over 23 years and fulfilled a wide range of roles in secondary schools from pastoral to curriculum, Director of P16 Education, teaching and learning. She has been an Interim Principal and Associate Trust Principal and JTMAT is the 3rd highly successful Trust that she has worked for. Coaching is part of her way of working; she set up her first coaching model in school about 15 years ago and has developed both student and staff coaching approaches.

ADVANCED READING:

<https://www.integritycoaching.co.uk/>

WIDER READING:

The Leader's Guide to Coaching in Schools by Christian Van Nieuwerburgh

14. Metacognition for the 'More Able'

ABOUT THIS SESSION:

Investigate the study of metacognition and how it can be effectively used to challenge and progress the 'more able' through teaching and learning, reflection and feedback.

ABOUT THE FACILITATOR:

Jodie Greenhough - Over my 4 year teaching career, my main focus continues to be effective and meaningful teaching and learning that allows all students to achieve. I have been involved in professional development; mentored trainees and NQTs along with being subject SCITT lead for history; have had the responsibility of developing the 'more able' at whole school level at John Taylor High School; responsibility within my subject and am currently being trained as a quality first teaching and learning coach. Last year, I completed the inaugural year of the SSAT Leadership Legacy Programme, which allowed me to get involved in research into the most effective teaching and learning methods, something which I am passionate about sharing.

ADVANCED READING:

N. Chick, 'Metacognition', <<https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>>

Ofsted, 'The Most Able students – still too much talent going to waste', June 2016 < https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528599/The_most_able_students__still_too_much_talent_going_to_waste.pdf>

Griffiths & Burns. (2014) Outstanding Teaching: Teaching Backwards. (Crown House Publishing).

WIDER READING:

Pintrich, Paul R. (2002). The Role of metacognitive knowledge in learning, teaching, and assessing. Theory into Practice, 41(4). 219-225.

Bransford, John D., Brown Ann L., and Cocking Rodney R. (2000). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academy Press.

15. How do you know 'what really matters' when making improvements to your teaching?

ABOUT THIS SESSION:

I will be explaining how I use current research/wider reading to decide on changes I'm going to make to my own classroom practice and how I evaluate whether they are effective. Introduce the CTeach programme and the work that I have done as part of the pilot which links to the Chartered College's professional principles that highlight the importance of deep subject knowledge, understanding of pedagogy, assessment and excellent classroom practice, as well as critical evaluation and engagement with research evidence. Explaining my final research project – looking at the impact that metacognitive skills can have on children's writing.

ABOUT THE FACILITATOR:

Tracey Moore - I am Deputy Headteacher at Thomas Russell Infant School where I teach Year 2 and am also subject leader for English. I have held many different roles during my teaching career and I am always looking out for new and exciting challenges to keep me motivated and enthused – I would hate to think that I had nothing left to learn and no new ideas left to try! I am currently taking part in the pilot Chartered Teacher program run by the Chartered College of Teaching – it has challenged me and made me consider how I could improve my own classroom practice even further.

ADVANCED READING:

<https://chartered.college/chartered-teacher-programme-overview>

<https://www.bera.ac.uk/blog/the-teacher-as-researcher-making-the-case-for-research-in-schools>

WIDER READING:

<https://chartered.college/>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

16. Metacognition in the Classroom - Let's Think in English

ABOUT THIS SESSION:

This session will explore the practical applications of metacognition in the classroom, with a specific focus on the Let's Think in English programme created by Laurie Smith at King's College, London. Come to this session if you're interested in metacognition and making students think critically and independently, even if you're not necessarily an English specialist.

ABOUT THE FACILITATOR:

Matthew Russell is Senior Leader for English and Literacy at Kingsmead. He has been an English teacher for 11 years and has 8 years' experience of middle leadership in various roles ranging from Literacy, Able, Gifted and Talented, CPD and Initial Teacher Development. Currently he's interested in Extended Writing, Debate and strategies for improving the resilience and independence of students.

ADVANCED READING:

Let's Think in English: <https://www.letsthinkinenglish.org/>

EEF: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/metacognition-and-self-regulation/>

TeacherToolkit: <https://www.teachertoolkit.co.uk/2018/04/28/metacognition/>

WIDER READING:

Closing the Vocabulary Gap - Alex Quigley

17. Developing a Research Led Approach in School

ABOUT THIS SESSION:

This session will explore the use of research in education and how we can best utilise it in helping to improve learning for all students. It will look at how to engage with research meaningfully, how to collaborate with colleagues and implement micro-trials in your own classroom to test if strategies you are using are making a difference to learning. We will also discuss the benefits of using research, some of the potential dangers and 'where to go' to ensure classroom practice is truly research-led. Finally, the workshop will highlight some of the ways John Taylor Free School is a research-led school how it can be effectively incorporated into school-wide CPD.

ABOUT THE FACILITATOR:

Tom Bithell has been working in education for 8 years and is currently the Lead Teacher for Research-Led Practice at John Taylor Free School. He has previously worked at John Taylor High School as Acting/Assistant Curriculum Area Leader for History where he ensured students achieved exceptional results year in, year out at both GCSE and A-Level.

ADVANCED READING:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

WIDER READING:

A Teacher's Guide To Classroom Research by David Hopkins

18. Teachmeet 1

Using Lego Therapy to Promote Social Communication in Primary

ABOUT THIS SESSION:

Lego therapy's aims are to develop and improve:

- motivation to initiate social contact
- interaction with others
- social communication skills.
- joint attention and co-operation skills
- sharing and turn-taking skills.
- listening skills.
- problem-solving skills

through the roles of Engineer, Supplier and Builder.

THE FACILITATOR: Marie Warner - TRIS

LINKED THEMES: Collaborative learning & Feedback

TARGET AUDIENCE: Primary

Yes, but Why? Teaching for Understanding in Mathematics

ABOUT THIS SESSION:

'Ask yourself: why do we have odd and even numbers? Why do two negative numbers multiply to make a positive? Why do fraction operations work? What is cosine and where does it come from? Yes, but why? answers all of your questions, and sheds light on the hidden connections between everything in mathematics at school. Maths makes sense. It always has, but until now maybe no-one ever showed you.' by understanding the links between connections in maths concepts (metacognition) are we able to teach more meaningfully in the subject?

THE FACILITATOR: Sam Hickey - Winshill Village

LINKED THEMES: Metacognition and self-regulation

TARGET AUDIENCE: Primary

Collaborative learning in online safety

ABOUT THIS SESSION:

Working with pupils to develop the curriculum and inform current and relevant online safety teaching.

THE FACILITATOR: Sian Higgs - Rykneld Primary

LINKED THEMES: Collaborative learning

TARGET AUDIENCE: Primary

Starting Points for Collaborative Learning in Dance

ABOUT THIS SESSION:

Practical ideas for primary dance that can be utilised and adapted by any year group (without the need for bringing your trainers!). Collaborative learning is encouraged within the sessions but could be extended to MAT-wide projects.

THE FACILITATOR: Natasha Ingham - The Mosley Academy

LINKED THEMES: Collaborative learning & Feedback

TARGET AUDIENCE: Primary

Feedback to children

ABOUT THIS SESSION:

As a school, we have been trialling minimal marking and I am already seeing the positive impact of this initiative on increasing pupil independence and a reduction in the amount of future errors in work.

THE FACILITATOR: Gemma Day - Rykneld Primary

LINKED THEMES: Feedback

TARGET AUDIENCE: Primary

'STAR' Maths

ABOUT THIS SESSION:

STAR stands for 'see it, try it, apply it and reason it'. It allows children to access all areas of maths through the use of metacognition and collaboration. It sequences lessons logically, in order to optimise high impact and no loss of learning time. It helps to embed mastery.

THE FACILITATOR: Natasha Gouldingay - The Mosley Academy

LINKED THEMES: Metacognition and self-regulation

TARGET AUDIENCE: Primary

Developing the use of vocabulary through Collaborative learning

ABOUT THIS SESSION:

Year 1 children developing their range of vocabulary and how words can have a variety of different meanings. Linked to our theme and literacy lessons, children have been working together to define chosen key words such as 'light' and 'healthy'. Images to demonstrate how the children have worked together writing definitions, researching and practically exploring different words.

THE FACILITATOR: Adele Ogston - Rykneld Primary

LINKED THEMES: Collaborative learning

TARGET AUDIENCE: Primary

19. Teachmeet 2

Snowballing- Possibly not what you think

ABOUT THIS SESSION:

Kinaesthetic, engages ALL and an element of competition. All start with a "scrap" piece of paper, all write one keyword at the top of the paper, all scrunch paper up and throw in a snowball fight fashion. All pick up a snowball, unravel and write the meaning of the keyword., they then write a different keyword from the lesson underneath, scrunch and all throw in a snowball fashion. Do this as many times, possibility to ask students to write questions and the recipient has to answer the question however the person that wrote the question must know the answer. They all write their initials next everything they write on the paper so you can challenge misconceptions or incorrect answers etc.

THE FACILITATOR: April Gibson - Kingsmead School

LINKED THEMES: Collaborative Learning

TARGET AUDIENCE: Cross-phase

Gallery Walk

ABOUT THIS SESSION:

Investigative approach to learning. In pairs/groups students gather information about a chosen topic from a "gallery" of cards around the classroom or other teaching space. They talk and make notes as they move round and then discuss findings. Great for collaborative learning and can be adapted in different ways.

THE FACILITATOR: Alison Clements - JTHS

LINKED THEMES: Collaborative Learning

TARGET AUDIENCE: Cross-phase

Stepping Stones

ABOUT THIS SESSION:

A fun way of dealing with potentially dry theory content that suits auditory, kinaesthetic and visual learning styles which allows students to articulate and clarify their understanding. This can be easily adapted to suit all subjects. It can be used for introducing a new topic, consolidation or as a revision activity.

THE FACILITATOR: Kirby Dowler - JTHS

LINKED THEMES: Collaborative Learning

TARGET AUDIENCE: Secondary

Benefits of Examining

ABOUT THIS SESSION:

The key benefits of becoming an examiner; how examining can strengthen the feedback that you are able to offer GCSE and A Level students.

THE FACILITATOR: Gavin Craddock - JTHS

LINKED THEMES: Feedback

TARGET AUDIENCE: Secondary

Rally Coach

ABOUT THIS SESSION:

Students work in mixed ability pairs. As one person completes their question, the other coaches them. They then swap. Questions increase in difficulty as they move down the sheet. Develops both their coaching skills and pushes all abilities.

THE FACILITATOR: Caroline Broughton - JTFS

LINKED THEMES: Collaborative Learning

TARGET AUDIENCE: Cross-phase

Utilising Flipped Learning in the Classroom

ABOUT THIS SESSION:

Sharing how we have used Flipped Learning to teach the more able V1th Form (but can be applied to other groups).

THE FACILITATOR: Simon Curzon - JTHS

LINKED THEMES: Metacognition and self-regulation

TARGET AUDIENCE: Secondary

Literacy Check

ABOUT THIS SESSION:

A whole school literacy key to promote independence and the importance of drafting when producing extended written pieces.

THE FACILITATOR: Marc Davis - JTFS

LINKED THEMES: Feedback

TARGET AUDIENCE: Cross-phase

Embedding Metacognition into Extra-Curricular Activities

ABOUT THIS SESSION:

Building meta-cognitive skills is really important and we often focus on how we do this as teachers within the classroom. There are wealth of opportunities to build this into activities in which students are learning outside of the classroom too to promote lifelong skill acquisition and habit development.

THE FACILITATOR: Mike Simmons - JTHS

LINKED THEMES: Metacognition and self-regulation

TARGET AUDIENCE: Cross-phase