



Summer Conference 2019

13th June 2019, 9.00-3.10 | Exeter Race Course | #retr2019



Reshaping Education through Research

Keynote highlights



Professor Becky Allen | Co-Founder of Teacher Tapp and leading academic on school accountability and teacher careers. In this talk, Becky will explore the question 'Does anyone know which schools are good?'



Tom Bennett | Founder of researchED and government behaviour advisor. Tom will discuss 'Waking up from the sleep of reason: why there has never been a better time to invest in evidence-informed teaching?'



Professor Daniel Muijs | Deputy Director of Ofsted and Visiting Professor at University of Southampton. Daniel will examine 'Intelligent inspection? Developing a new inspection framework'

Workshop highlights

Professor Becky Allen | Co-founder of Teacher Tapp | Writing the rules of the grading game: How should we talk to students and their parents about attainment? **Dr Nick Axford** and **Dr Vashti Berry** | Researchers at University of Plymouth and Exeter | What can schools do to support parents' engagement in their children's learning? **Tom Bennett** | Founder of researchED | Practical exploration of the benefits of investing in evidence-informed teaching | **Dr Tamsin Newlove-Delgado** | University of Exeter | Children with Poor Mental Health Conditions | **Lorwyn Randall** | Director of Kingsbridge Research School | Reaching Independence: clear, actionable guidance on teaching how to approach a task | **Clare Sealy** | Head of St Matthias School | Designing a curriculum for long term learning | **John Stanier** | Assistant Head of Great Torrington School | Never Mind the Research! What is my impact on my pupils in my classroom? **Tomasz Stefanski** | Head of Data Science - Sparx | Making Maths Count

Booking link

Please click [HERE](#) to book your place

Fees

DTSA, Exeter Consortium TSA, SWTSA £50 | Other Colleagues £100
Contact Sophie Rae srae@teachingschools-sw.org.uk for enquiries.



Information about Keynotes

Professor Becky Allen | Does Anyone Know Which Schools Are Good?

There is good reason to be sceptical that school performance tables tell us the thing we really do want to know if we are to hold schools to account for the education they provide. Which schools are great, and which need support to get better? The very presence of the performance tables might induce teachers and pupils to work hard, but they also distort school decision-making in damaging ways. We also have good reason to think Ofsted inspectors cannot identify what support schools need. Should we give up trying to measure school performance? In this talk, Becky proposes radical changes to how we test children and assess school performance. Changes that, she believes, will get us closer to working out which schools are 'good'.



Becky Allen is Chief Analyst and co-founder of Teacher Tapp, the largest teacher survey and professional development tool in the UK. She is also an Honorary Research Fellow at the University of Oxford. As an academic, she is known for her research into school accountability and teacher careers. In 2018, she chaired a Government working group to review how data is used in schools.

Tom Bennett | Waking up from the sleep of reason: why there has never been a better time to invest in evidence-informed teaching

The Big Idea: Education is dominated by myths and 'folk-teaching'. But there is an emergent culture driving schools and teachers towards more evidenced informed approaches.

This is important because: students have no time to waste in their learning, teachers have no capacity and schools have no money. When we lean on what we know rather than what we think, we can create more efficient, potent and meaningful learning.

The takeaways will be: what the biggest myths in education are, what the lowest hanging evidence fruits are, and what schools and teachers can do in order to access and implement it.



Tom Bennett is founder of researchED, a grass-roots organisation that raises research literacy in education. In 2015 he became the government's school 'Behaviour Czar'. He has written four books about teacher training. In 2015 was long listed as one of the world's top teachers in the GEMS Global Teacher Prize and made the Huffington Post's 'Top Ten Global Bloggers' list. He is a Teacher-Fellow of Corpus Christi College, University of Cambridge.

Professor Daniel Muijs | Intelligent inspection? Developing a new inspection framework.

If we want an evidence-informed education system, we need to make sure that is true of inspection as well as what schools and colleges are doing. In this presentation we will look at how inspection impacts on education, and how we used evidence to inform the development of the Education Inspection Framework. We will look at how this makes for more intelligent inspection, but also at what the limitations of the evidence are for inspection.



Daniel Muijs is Deputy Director with responsibility for Ofsted's research and evaluation programme. This includes oversight of Amanda Spielman's new multi-year research programme across all phases of education and social care and ensuring the 2019 Education Inspection Framework is informed by the best possible evidence from research and academia. Daniel is a visiting professor at the University of Southampton, where he previously worked in the School of Education.

Information about Workshops



Professor Becky Allen | Writing the rules of the grading game: How should we talk to students and their parents about attainment?

Teachers are rarely trained in how to give formal, summative feedback to students and their parents. We instinctively form views of how a student is doing in relation to others we teach, yet when we report attainment we frequently translate these relative perspectives into quite bizarre scales, grades, percentages, arbitrary notions of expected, targets and progress measures! In this session, Becky demonstrates a mental model of how reporting attainment might change student and parent belief systems, which in turn might change behaviours (for better or for worse). Participants can apply this mental model to their own reporting system to decide whether theirs encourages productive responses on the part of students and parents. Talking about attainment is something that no teacher can avoid and choosing to use fuzzy and ambiguous language with students is not a value-neutral approach. But neither is telling children the whole truth about how they are performing!

Dr Nick Axford and Dr Vashti Berry | What can schools do to support parents' engagement in their children's learning?

The workshop explores the latest international research on the effectiveness of efforts in schools to support parents' engagement in their children's learning. Takeaways from the workshop will be (1) headline messages from the research on 'what works' to support parents with their children's learning, especially those regarded as 'hard to reach'; (2) reflections from school leaders on barriers to doing this well and how to overcome them; and (3) insights from experts on the elements of a more holistic approach to supporting parents.

Nick Axford is Associate Professor in Health Services Research at University of Plymouth. His research is on prevention and early intervention to improve child well-being, Vashti Berry is Senior Research Fellow at University of Exeter with interest in children's social, emotional and behavioural development in the context of challenging family contexts such as domestic violence and abuse, depression or reduced parenting capacity.



Tom Bennett | Waking up from the sleep of reason: why there has never been a better time to invest in evidence-informed teaching

Workshop leads on from Key note and explores theme in more practical format. The Big Idea: Education is dominated by myths and 'folk-teaching'. But there is an emergent culture driving schools and teachers towards more evidenced informed approaches. This is important because: students have no time to waste in their learning, teachers have no capacity and schools have no money. When we lean on what we know rather than what we think, we can create more efficient, potent and meaningful learning. The takeaway will be: what the biggest myths in education are, what the lowest hanging evidence fruits are, and what schools and teachers can do to access and implement it.

Dr Tamsin Newlove-Delgado | Children with Poor Mental Health Conditions

In this workshop Tamsin will examine the research around mental health conditions in children within Devon and the wider context and look at the impact this has on their experience of school.

Tamsin Newlove-Delgado is an NIHR Academic Clinical Lecturer in Public Health and an Honorary Consultant in Public Health Medicine with Devon County Council. Having spent time training in child psychiatry before moving into public health, Tamsin's main area of research interest is in public health aspects of child mental health. She completed her PhD with the Child Mental Health Group in 2016.





Lorwyn Randall | Reaching Independence: clear, actionable guidance on teaching how to approach a task

We know that students with strong metacognitive knowledge are more effective at selecting, deploying and mastering the right strategy for completing a task. In this workshop, Lorwyn will explore evidence-informed approaches for developing learners' ability to do this. Participants will come away with clear, actionable ideas for how to support their students to reach independence in this vital area of metacognition.

Lorwyn is the Director of the Research School Network in the Southwest and is an experienced senior leader at Kingsbridge Community College. He works with the Education Endowment Foundation developing evidence-based training programmes for teachers and leaders. He is currently leading a national research project on the use of cognitive science to support classroom teaching.

Clare Sealy | Designing a curriculum for long term learning

A curriculum needs to structure learning over time, so concepts are revisiting in different contexts. This is important as it allows for schema formation in long term memory, which enables learners to think critically and creatively. The takeaways will be plan for vertical links within a subject over different years, horizontal links between different subjects within a year and diagonal between subjects different years.



Clare Sealy is the head teacher of St Matthias Primary School in Tower Hamlets, London. She is interested in the application of cognitive science in the classroom; what it tells us about memory and how this might influence how we plan for long term learning. This influences her thought on curriculum development which she writes about in her blog. Her contribution to the debate on curriculum development was recognised when she was named by the TES as one of the ten most influential people in the world of education in 2018. She blogs at www.primarytimery.com



John Stanier | Never Mind the Research! What is my impact on my pupils in my classroom?

There are now countless evidence-based books and guidance documents that tell teachers what teaching strategies should work best. Yet, how can teachers collect evidence about what strategies really work in their own classrooms with their own pupils? In this workshop, John will share a simple technique that will enable teachers to quickly assess the impact of strategies that they use on different groups of pupils in their classes. This workshop will transform how you see what is really happening in your classroom.

John is Assistant Headteacher at Great Torrington School and Assistant Director of the Dartmoor Teaching School Alliance. He is passionate about teaching and learning and is constantly seeking ways to help our students learn the most they can. He has a depth of experience training, coaching and supporting teachers. John has led training both locally and nationally for Osiris, Optimus and SSAT. He writes regularly for the TES.

Tomasz Stefanski | Making Maths Count

Full of insights and supporting data, this talk will paint a compelling picture of the impact that a unique new approach is having on transforming teaching and learning, supporting teacher wellbeing and improving educational outcomes in schools today. In an era of fleeting buzzwords and cursory claims to being "the next big thing", this session will provide an overview of a journey spanning eight years of research and development into how young people learn.



Tomasz is Head of Data Science at Sparx.