

Saturday 10th September, after struggling to park within the reach of the impressive Wembley based Capital City Academy Alice Flook (KSL English), Angelica Ramos-Gamazo (Librarian at Fairfield), Beck Stubbs (Principal at Easton Royal) and myself Ben Cobbold (Lead Practitioner) registered at the conference. ResearchED is a



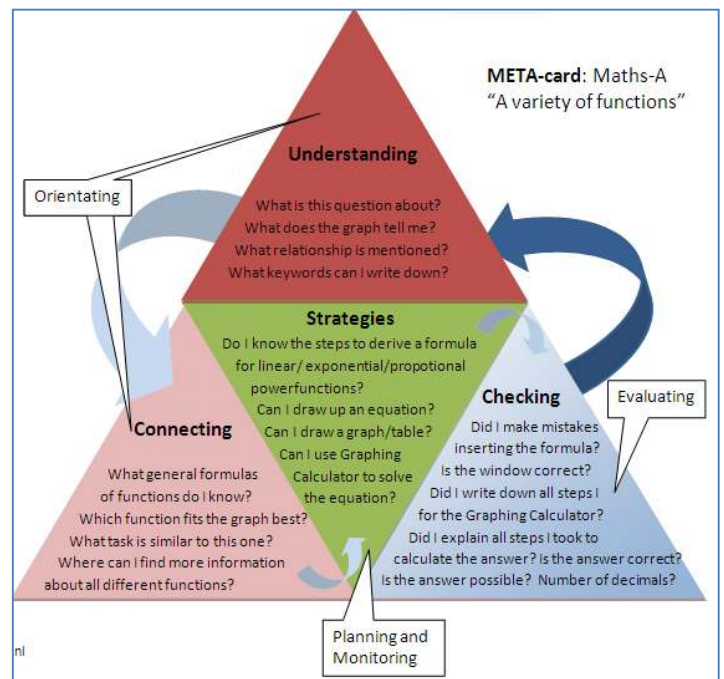
7 sessions throughout the day, each with at least 7 options we quickly chose our talks. You can now see some videos of those talks and download some presentations here: <http://www.researched.org.uk/sessions-nc-2016/>

I chose to attend:

1. Suzanne O-Farrell (ASCL): Rethinking Marking and Feedback
2. Plonie Nijhof and Rodica Militaru (Eden school, Netherlands): [how teaching metacognitive skills with the META-Method changes teachers and schools](#)
3. John Tomsett: [Developing a school wide evidence based approach to teaching and learning](#)
4. Oliver Caviglioli: [Visual Knowledge for Better Explanation and Recall](#)
5. James Manion: Rethinking Learning to Learn: Raising the Bar, Closing the Gap (later sent me 1.5GB of lessons on learning to learn)
6. Debate 3: Neuroscience and raising children: Busting the Myths
7. Alison Peacock: [Assessment for learning without limits](#)

I would like to focus on 3 main items of the 20 key moments I wrote down throughout the day.

1. META-Method: top of the EEF Toolkit for impact on learning, teaching students to use a conscious mental process to solve problems is something I have never explored. The suggestion is that it gives an extra 8 month progress over 1 year of instruction. This graphic We are now looking into this within the mindset team. We are looking to write a strategy for 2017-18.



2. I would like to visit the Huntington School in Yorkshire. [This is a research school](#). I am now in contact with our local research school network and am in discussion with them into becoming a partner school. We have started looking into becoming a research school ourselves. John Tomsett exemplified the sort of conversation that becoming an evidence based school has encouraged:

1:1 Mathematics Tutoring	1:1 Mathematics Tutoring	1:1 Mathematics Tutoring
<ul style="list-style-type: none"> • £3,000 p.a. • September 2015... • Me: "Did the 1:1 tutoring work?" • Matt: "Yes, 75% of them got a C grade." • Me: "So? They might have got a C grade anyway. What impact did the 1:1 tutoring have?" • Matt: "I don't know." 	<ul style="list-style-type: none"> • £3,000 p.a. • May 2016... • Matt: "I remembered what you said about the impact of 1:1 tutoring." • Me: "Go on..." • Matt: "I have created a treatment group and a control group of 12 students in each with very similar starting points and I am going to compare them to see if 1:1 might have had some impact." 	<ul style="list-style-type: none"> • September 2016... • Treatment Group: C+ grade, 10/12; • Control Group: C+ grade, 4/12; • Treatment Group: at least exp progress, 8/12; • Control Group: at least exp progress, 7/12; • I acknowledge the small sample size...it's important to note that the control group were selected by me in December. Students were paired against similar students in the treatment group based upon current attainment data, personality and target grades.

3. What I have been consciously doing differently in the classroom

- Challenging students to identify the reason why an activity is taking place in the lesson
- Asking a large number of questions and checking the responses of all students
- Raising different types of questions (i.e., process and product) at appropriate difficulty level
- Giving time for students to respond to questions
- Spacing-out study or practice on a given topic, with gaps in between for forgetting
- Making students take tests or generate answers, even before they have been taught the material
- Engaging students in weekly and monthly review

Alice, Beck and Angelica all came away buzzing with ideas. The power of the day was the breadth and pace of the sessions. Designing our own day meant we all had different experiences. Watch this space to be invited to the next ResearchED day. It was now over a month ago and still inspiring me when I look back.

Reading list I came away with:

Rob Coe – what makes great teaching: <http://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>

Robert Bjork: Learning Vs Performance: https://bjorklab.psych.ucla.edu/wp-content/uploads/sites/13/2016/07/Soderstrom_Bjork_Learning_versus_Performance.pdf

John Medina: Brain Rules: <https://www.amazon.co.uk/Brain-Rules-Updated-Expanded-Medina/dp/098326337X>

May Myatt: High Challenge, Low threat: https://www.amazon.co.uk/High-Challenge-Low-Threat-Leaders/dp/190971786X/ref=sr_1_1?s=books&ie=UTF8&qid=1476789181&sr=1-1&keywords=mary+myatt+low+threat