

	Sports Hall	School Hall / Auditorium	Lecture Theatre (ground)	Drama Studio F.UG2	Drama Studio F.UG6	6 th form S.G1	6 th form S.G2	6 th form S.G3	F.G25	F.UG1	F.UG3	F.UG4	F.UG5	F.UG6* Room change	M.UG2	F.121* Room change	M.UG11
9:00-9:45	Tom Bennett & Amanda Aylett Welcome																
Session 1 10:10-10:50	Nick Gibb A speech from the Schools Minister, DfE	Becky Francis & Jeremy Hodgen The Best Practice in Grouping Students project: Our findings	Tom Sherrington Why are Rosenshine's Principles of Instruction So Good?	David Weston & Bridget Clay Unleashing Great Teaching: the secrets to the most effective teacher development	Deep Ghataura Measurement for schools and departments: Can we really measure progress?	Eva Hartell Comparative judgement-unpacking teachers' assessment practices	Nikki Booth What do teachers need to know about memory and how can assessment be used effectively to support long-term learning?	Charlie Harber Cognitive science and primary maths planning - making the most of the research	Gary Davies Why teachers shouldn't bother reading education research	Sergej Visser Feedback-rich lesson ideas for language teachers	Miles Berry Mining the performance tables	Claire Stoneman Running a research informed school	Priya Lakhani The Future is Now: Leveraging evidence to develop EdTech	James Wright & Andrew McCallum An introduction to critical literacy	Beth Greville-Giddings The Special School Research Lead - Journal Clubs and Beyond	Rhonda Albert, Marc Rowland & Jon Richards Using teaching assistants to add value - all school handwriting at Rosendale	Grainne Hallahan Cracking the Language Paper
Session 2 11:00-11:40		Daisy Christodoulou Assessing Writing with "Writing Ages"	Katie Ashford Creating a Great School Culture	Clare Sealy But everybody teaches knowledge – what's all the fuss about a knowledge rich curriculum?	Philippa Cordingley Hidden legacies and surprising catalysts – lessons from international research for subject specific and pedagogic CPD	Claire Hill & Rebecca Foster What does research-informed teaching actually look like?	Megan Dixon, Sinead Gaffney & Martin Galway Reading on trial: three takes on developing reading in the classroom	Education Forum: Munira Mirza Does Ox-bridge really discriminate against BME applicants?	Jim Rogers & Ciara Moran Developing evidence-informed professional development. Oracy as a case study	Dr Kathryn Weston & Graham Cunningham Engaging parents to boost pupil attainment in Secondary School - The Learning Boost Project	Sputnik Steve What the Foucault? - Outstanding Critical Ontology for Teachers!	Lucy Rycroft-Smith Recent research in maths education	Jen Persson Data in practice, policy and research under GDPR: drop-in Q&A	Sophie Sandor The case for low-cost private education in the UK	Robin Launder Behaviour management - evidenced-based tips	Viv Porritt The gender pay gap in education: fact or fiction?	Karen Wespieser & Jules Daubly What is dyslexia?
Session 3 11:50-12:30		Becky Allen The pupil premium isn't working. What next for the attainment gap?	Harry Fletcher-Wood How can behavioural psychology help us nudge students in the right direction?	Pedro De Bruyckere The Ingredients for Great Teaching	Stephen Tierney Building an Evidence Enriched School	Stuart Kime and Jason Lowe What happened when teachers stopped marking?	Tim van der Zee Education research is not in crisis, and that is a problem	Education Forum: Joanna Williams Do women really need a hand up in Education?	Dr James Mannion Why researchED should be called implementationED	Lucy Austin Lesson Study – a panacea for curriculum, pedagogy and teacher professional development in the English education system?	Claire Bishop Creating a Research Culture in Schools	Gary Jones Evidence-Based School Leadership and Management: What does it look like?	Rich Davies Predictive Insights from Internal Assessment: Scale + Consistency + Technology	Ben White How engaging with workload research can actually help schools improve (and keep!) their teachers.	Carly Waterman Retaining teachers isn't rocket science	Shreedhar Pavar Designing a scheme of work using Cognitive science	Amy McJennett & Nick Wallace How to systematically design, develop, implement and evaluate a knowledge-rich curriculum
Lunch, 12:30-1:15																	

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	Sports Hall	School Hall / Auditorium	Theatre	F.U62	F.U66	6 th form S.G1	6 th form S.G2	6 th form S.G3	F.G25	F.U61	F.U63	F.U64	F.U65	F.U66* Room change	M.U62	F.121* Room change	M.U611
Session 4 1:20-1:55		<b>Christine Counsell</b> Understanding and improving curricula: what can and can't research do?	<b>Rob Coe, Steve Higgins, Philippa Cordingley &amp; Greg Ashman</b> Meta-Analysis: Issues, strengths, limitations, alternatives and implications	<b>Iro Konstantinou &amp; Jonathan Noakes</b> Fostering autonomy and agency through research: a multi-faceted approach to teaching and learning	<b>Dr Ngozi Oguledo</b> Assessment conceptions: Are they mutually exclusive?	<b>Gary Jones &amp; Michelle Haywood</b> Evidence-based practice and SEND	<b>Tarjinder Wilkinson &amp; Louise Scott</b> Knowledge-Based Curriculum in Primary - From Theory to Practice	<b>Education Forum: Gareth Sturdy</b> Is scripted teaching good for education?	<b>Andrew Morris</b> The Coalition for Evidence-based Education (CEBE): past, present and future	<b>Amanda Fleck</b> Language and literacy demands of secondary science	<b>Sarah Barker</b> Developing Automaticity in Handwriting at Secondary	<b>Grace Healy</b> Leveraging real-world experts and GIS: moving beyond engaging with technology and towards a focus on powerful geographical knowledge	<b>Jonathan Haslam</b> Let's talk about ethics, baby	<b>Terry Freedman</b> What does the research REALLY say?	<b>Harvey Bischof</b> What's the Union Doing Here?	<b>Heather Fearn</b> Towards the Education Inspection Framework 2019	<b>*NEW* Dee Saran</b> Building a research culture to become a Centre of Innovation in Learning and Teaching in an international context
Session 5 2:05-2:45		<b>Alex Quigley</b> Making Sense of Metacognition	<b>Daniel Muijs</b> Evidence and inspection: research at Ofsted	<b>David Didau</b> Making Kids Cleverer	<b>Mark Lehain</b> The Wonder Years - Implementing a knowledge-rich curriculum	<b>Tim van der Zee</b> Education research is not in crisis, and that is a problem	<b>Jo Facer</b> The teaching 'marathon': towards a sustainable profession	<b>Education Forum: Frank Furedi</b> Is being mentally ill the new normal in education?	<b>Jane Flood</b> True knowledge exists in knowing that you know nothing; the wisdom of Knowledge Mobilisation in schools	<b>Megan Mansworth</b> Making research work in your school: embedding a culture of evidence-informed practice	<b>Melanie Ward</b> Beyond 'Well Done, Great Job!': Listening to Students' Perceptions of Effective Written Teacher Feedback	<b>Calvin Robinson</b> Addressing political bias in education	<b>Sarah Donarski</b> Say it or Sign it? Is Verbal Feedback really better than Marking?	<b>Caroline Creaby</b> Wellbeing: Exploring the evidence and its implications	<b>Helen Ralston</b> Building a Research-informed Curriculum and Assessment Model: A Case Study	<b>Kelly Leonard &amp; Jan Rowe</b> Collaborating not competing - can a different approach to ITT improve outcomes?	<b>Amir Sariaslan</b> Genomic associations with educational attainment: Why should we even care?
<b>Break, 2:45-3:00</b>																	
Session 6 3:05-3:45		<b>Paul Kirschner</b> Don'ts and Do's in Teaching and Learning: An Evidence-Informed Approach to Teaching and Learning	<b>Richard Selfridge</b> Assessment 101 – Ten things everyone should know about assessing children	<b>Nick Rose</b> Memory research for the classroom	<b>Danielle Dennis &amp; James Kilsby</b> Powerful knowledge, powerful pedagogy: Implementing a primary knowledge-rich curriculum	<b>Kristopher Boulton</b> The best way to teach in the world? The evidence for Direct Instruction.	<b>Mark Enser</b> Teach Like Nobody's Watching - The simple, the complex and the complications	<b>Sam Sims, Steve Fardon, Emily Henderson</b> Instructional Coaching: Probably the best-evidenced form of CPD currently known to mankind	<b>Bodil Isaksen</b> Oh, behave: what makes people do the right thing?	<b>Christopher Fountain</b> Making students "word conscious": does teaching morphology improve reading age for disadvantaged students?	<b>Andrew Old</b> How to argue about education	<b>Jonathan Firth</b> How do we learn new concepts? Examples, differences, and interleaving.	<b>Ruth Robinson</b> How tough love and evidence informed practice transformed a white working class school	<b>Dennis Hayes</b> Reversing the therapeutic turn in education	<b>John Blake</b> Coherent curriculum programmes — how and why they can improve teaching and reduce workload	<b>Ben Breen</b> Mathematics in Science Education	

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Session 7 3:55-4:35		Christine Counsell (chair), Mark Enser, Heather Fearn, Martin Galway, Ngozi Oguledo, Sri Pavar, Clare Sealy Panel: What should a 21st century curriculum look like?	Tom Needham Evidence based curriculum design: Applying DI, Cognitive Load Theory, A Deliberate Practice model, effective interventions and retrieval practice.	Greg Ashman Differentiation: An article of faith	Peps Mccrea Influential Teaching: catalysing motivation and independence in the classroom	Ben Newmark Why are teachers so scared of Ofsted?	Cat Scutt & Stuart Kime What highly effective teachers know, do and value: a tour of the key research in 40 minutes	Ruth Johnson Using assessment and feedback to develop students' collaborative problem solving skills	Elizabeth Hutchinson Teachers and School Librarians working together to raise academic attainment	Tom Richmond How do you write research that makes politicians stop and listen?		Naveen Rizvi Engelmann's Connecting Math Concept Textbook series: Closing the gaps for the weakest pupils	Robin Launder The teacher-student relationship: what it is and why it's important for achievement and behaviour	Jim Thornton Why can't education research be more like medicine?	Phil Naylor Evidence based Science teaching- reflections on EEF guidance report	David McQueen Presenting Research Through Good Design and Story-telling	Joe Nutt Social Mobility. What the research really says
Plenary 4:45-5:00	Plenary: Tom Bennett																

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