**Welcome Tom Bennett & Amanda Aylett**

**Session 1**

- **9:00-9:45**
  - **Sports Hall**
  - **Lecture Theatre [ground]**
  - **Drama Studio** F.U02
  - **Drama Studio** F.U06
  - **6th form S.01**
  - **6th form S.02**
  - **6th form S.03**
  - **F.625**
  - **F.U01**
  - **F.U03**
  - **F.U04**
  - **F.U05**
  - **M.UG2**
  - **F.121**
  - **M.UG11**

  - **Tom Bennett & Amanda Aylett**
  - **Welcome**

- **10:10-10:50**
  - **Sports Hall**
  - **Lecture Theatre [ground]**
  - **Drama Studio** F.U02
  - **Drama Studio** F.U06
  - **6th form S.01**
  - **6th form S.02**
  - **6th form S.03**
  - **F.625**
  - **F.U01**
  - **F.U03**
  - **F.U04**
  - **F.U05**
  - **M.UG2**
  - **F.121**
  - **M.UG11**

  - **Nick Gibb**
  - **A speech from the Schools Minister, DfE**
  - **Becky Francis & Jeremy Hodgen**
  - **The Best Practice in Grouping Students project: Our Findings**

- **11:00-11:40**
  - **Sports Hall**
  - **Lecture Theatre [ground]**
  - **Drama Studio** F.U02
  - **Drama Studio** F.U06
  - **6th form S.01**
  - **6th form S.02**
  - **6th form S.03**
  - **F.625**
  - **F.U01**
  - **F.U03**
  - **F.U04**
  - **F.U05**
  - **M.UG2**
  - **F.121**
  - **M.UG11**

  - **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**
  - **Hidden 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 Co-bridge really discriminate against BME applicants?**
  - **Jim Rogers & Claire 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**
  - **Jess Person**
  - **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 Perritt**
  - **The gender pay gap in education - fact or fiction?**
  - **Karen Wespieser & Jules Daubly**
  - **What is dyslexia?**

**Session 2**

- **9:00-9:45**
  - **Sports Hall**
  - **Lecture Theatre [ground]**
  - **Drama Studio** F.U02
  - **Drama Studio** F.U06
  - **6th form S.01**
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  - **6th form S.03**
  - **F.625**
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  - **F.U03**
  - **F.U04**
  - **F.U05**
  - **M.UG2**
  - **F.121**
  - **M.UG11**

  - **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**
  - **Who does women really need a hand up in Education?**
  - **Dr James Mannion**
  - **Why researchED should be called implementationED**
  - **Lucy Austin**
  - **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 and 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**
  - **Shreddieb Pava**
  - **Designing a scheme of work using Cognitive Science**
  - **Amy McIlennett & Nick Wallace**
  - **How to systematically design, develop, implement, and evaluate a knowledge-rich curriculum**

**Lunch, 12:30-1:15**

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<td>The Coalition for Evidence-Based Education (CEBE): past, present and future</td>
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<td>“NEW” Dee Saran</td>
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<td>True knowledge exists in knowing that you know nothing; the wisdom of Knowledge Mobilisation in schools</td>
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<td>Megan Mansworth</td>
<td>Making research work in your school embedding a culture of evidence-informed practice</td>
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<td>Beyond ‘Well Done, Great Job!’: Listening to Students’ Perceptions of Effective Written Teacher Feedback</td>
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<td>Genomic associations with educational attainment: Why should we even care?</td>
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| Break, 2:45-3:00 |
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<td>Instructional Coaching: Probably the best-evidenced form of CPD currently known to mankind</td>
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<td>Bodil Isaksen</td>
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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 | Ben Newmark Influential Teaching: catalysing motivation and independence in the classroom | Cat Scott & 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 Lauder 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? | Naveen Rizvi Engelmann’s Connecting Math Concept Textbook series: Closing the gaps for the weakest pupils | 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 Lauder 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? |

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