NATIONAL CONFERENCE PROGRAMME
WORKING OUT WHAT WORKS

SATURDAY 8 SEPTEMBER 2018
at Harris Academy, St Johns Wood

www.researchED.org.uk
support@researchED.org.uk
@researchED1

#rED18
1. To raise the research literacy of educators, in order for them to possess the critical skills necessary to challenge and understand the quality of research they encounter.

2. To bring together as many parties affected by educational research - e.g. teachers, academics, researchers, policy makers, teacher-trainers - in order to establish healthy relationships where field-specific expertise is pooled usefully.

3. To promote collaboration between research-users and research-creators so that educators become more involved in the questions posed for research to answer, the data generated in that process, and in the consideration of the meaning of that data.

4. To help educators become as aware as possible of significant obstacles - e.g. biases - in their own understanding of learning and education, and to locate the best methods of empirical enquiry and analysis in those fields.

5. To promote, where possible, research of any discipline that has been shown to have significant evidence of impact in education, and to challenge research that lacks integrity, or has been shown to be based on doubtful methodologies.

6. To explore ‘what works’ in the field of education, to explore what the concepts contained in that statement might mean, and to consider the limitations of scientific enquiry in this area as well as the opportunities.

**OUR AIMS & VALUES**

**ORDER OF THE DAY**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:45</td>
<td>Registration</td>
<td></td>
</tr>
<tr>
<td>9:45-10:05</td>
<td>Welcome</td>
<td></td>
</tr>
<tr>
<td>10:10-10:50</td>
<td>Session 1</td>
<td>p. 4</td>
</tr>
<tr>
<td>11:00-11:40</td>
<td>Session 2</td>
<td>p. 7</td>
</tr>
<tr>
<td>11:50-12:30</td>
<td>Session 3</td>
<td>p. 10</td>
</tr>
<tr>
<td>12:30-1:10</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>1:15-1:55</td>
<td>Session 4</td>
<td>p. 13</td>
</tr>
<tr>
<td>2:05-2:45</td>
<td>Session 5</td>
<td>p. 16</td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td>3:05-3:45</td>
<td>Session 6</td>
<td>p. 19</td>
</tr>
<tr>
<td>3:55-4:35</td>
<td>Session 7</td>
<td>p. 22</td>
</tr>
<tr>
<td>4:45-4:55</td>
<td>Plenary</td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND**

- SH = Sports Hall
- A = School Hall/Auditorium
- T = Lecture theatre (ground)

**CRÈCHE**

sponsored by

Aspire Room
(STEP suite on upper ground floor)

**researchED IS MADE POSSIBLE WITH ASSISTANCE FROM:**

- Hodder Education
- Rising Stars
- SSAGE Publishing
- Evidence Based Education
- Crown House Publishing
- Kognity

**RESEARCH & ASSESSMENT FROM HODDER EDUCATION**

**LEARN MORE**

- Routledge
- Taylor & Francis Group
Welcome to the researchED National Conference!

When we started in 2013 this was never meant to be anything more than a one-off. But with the help of hundreds of kind, talented people working for free, we have—against the odds—survived, thrived and blossomed. Now, we run dozens of events every year on four continents and 11 countries and counting. Amazingly we still have no staff, no profits, and no capital. But what we have is worth a lot more than that: we have commitment, and the authentic desire to build a community of like-minded educators who want to know if what they are doing has an evidence base or not. And you know what they say about ‘If you build’ something….

The aims haven’t changed: to raise the quality of evidence used in educational decisions, from the staff room to the classroom; to build a community; to raise research literacy. I hope that somehow, we’ve managed to put a dent in that.

This is a busy day, and you won’t be able to see everything you want to. Good: that reflects the infinite variety of what you can discover and explore in education. You’ll have to make some tough choices about what you see and what you don’t. But whatever you see, think about it; challenge it; write about it; tell someone; tweet about it. Do something with it.

We hope that you’ll find something for everyone in today’s program. It’s never been bigger or broader, with many of our speakers joining us for the first time. Go see your inspirations; go see people who you’ve never heard of. Surprise yourself. And whatever you do, have a great day. Being a part of this has been an extraordinary experience for me, and I hope you share a part of that too.

Best wishes,
Tom Bennett
Founder, researchED

We are delighted to welcome you to Harris Academy St John’s Wood. The researchED National Conference promises to be a great day of educational conversations that will certainly kindle your professional enthusiasm at the start of this new academic year. We are, as ever, deeply grateful to our hosts and speakers for being so generous with their time, expertise, and kindness.

Among the presenters, we will see some familiar faces and some newer voices, and a great variety of themes on offer. Interestingly, some topics remain popular, such as assessment and feedback, as well as behaviour, effective instructional practices, CPDL and education policy. Other topics greatly reflect current ongoing professional debates around workload and planning to name but a few. The centrality of planning and delivering a broad and strong curriculum to allow our students to flourish is at the heart of many sessions, as it should be. In the words of Michael Young, ‘the curriculum of schools should be an entitlement to powerful knowledge, an entitlement to knowledge for all.’

And so it should be for our profession too: we deserve no less than stimulating, challenging evidence-informed professional learning. ResearchED aims to be a platform for a variety of voices helping us collectively to shape powerful knowledge and improve the practice of our craft in our respective institutions. We owe it to our ourselves and our students.

You all remain at the centre of this great endeavour. Lend us your voices, questions, challenges. And above all, have a great day!

Hélène Galdin-O’Shea,
Organiser, researchED

On behalf of Harris Initial Teacher Education, I would like to welcome you to Harris Academy St John’s Wood.

We are delighted and very grateful to Dr Chris Tomlinson for agreeing the use of the venue and the wonderful facilities for this event. Building on strong roots in the local community, HASJW joined Harris Federation in September 2017.

Harris Initial Teacher Education offer year-long primary and secondary teacher training programmes to graduates and career changers joining the teaching profession through our Harris School Direct programme, offering a strong support network and exciting environment in which to train. We have combined the best elements from a range of training routes to ensure that our beginner teachers leave the course feeling supported, confident and well-prepared.

We firmly believe in the need for beginner teachers to engage in research from the very start of their careers so that evidence informed practice is at the core of their classroom teaching.

With the excellent programme that ResearchEd has on offer, we believe that this is an excellent way for former trainees to continue to develop their engagement with the current educational thinking and debate. Harris Initial Teacher Education is pleased to welcome ResearchEd to HASJW and feel confident that all delegates, both those that are new to the profession or those that are more experienced, will have an informative, productive and enjoyable day.

Amanda Aylett,
Harris Initial Teacher Education
**SESSION 1 10:10-10:50**

<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SH</td>
<td>A speech from the Schools Minister, DfE</td>
<td>Nick Gibb</td>
</tr>
<tr>
<td>A</td>
<td>The Best Practice in Grouping Students project: Our findings</td>
<td>Becky Francis &amp; Jeremy Hodgen</td>
</tr>
<tr>
<td>T</td>
<td>Why are Rosenshine’s Principles of Instruction So Good?</td>
<td>Tom Sherrington</td>
</tr>
<tr>
<td>F.UG2</td>
<td>Unleashing Great Teaching: the secrets to the most effective teacher development</td>
<td>David Weston &amp; Bridget Clay</td>
</tr>
<tr>
<td>F.UG6</td>
<td>Measurement for schools and departments: Can we really measure progress?</td>
<td>Deep Ghataura</td>
</tr>
<tr>
<td>S.G1</td>
<td>Comparative judgement-unpacking teachers’ assessment practices</td>
<td>Eva Hartell PhD</td>
</tr>
</tbody>
</table>

**Session Information**

<table>
<thead>
<tr>
<th>Room</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>SH</td>
<td>Sports Hall</td>
</tr>
<tr>
<td>A</td>
<td>School Hall/Auditorium</td>
</tr>
<tr>
<td>T</td>
<td>Lecture theatre (ground)</td>
</tr>
</tbody>
</table>

**Details**

- **A speech from the Schools Minister, DfE**
  - Nick Gibb
  - Attainment grouping (or ‘ability grouping’, as it tends to be known), and research findings on this topic, continue to generate interest and controversy in regard to efficacy and equity. Prompted by findings that pupils from lower socio-economic groups are over-represented in low attainment groups, and that these pupils then make poorer progress, the Best Practice in Grouping Students project has involved practice and research around two interventions, funded by the Education Endowment Foundation. The first, ‘Best Practice in Setting’, took an evidence-based approach to seek to mitigate some of the challenges with setting identified in prior research. The other, ‘Best Practice in Mixed Attainment Grouping’, explored the application of good practice in mixed attainment grouping. This session discusses results, including the RCT outcomes, and additional trends and issues identified by the broader research project. We shall focus on issues of equity and implications for practice.

- **Why are Rosenshine’s Principles of Instruction So Good?**
  - Tom Sherrington
  - Barak Rosenshine’s Principles of Instruction article for American Educator in 2012 is something of an edu-research classic. Successfully blending fundamental ideas from research with the realities of classroom practice, the 10 principles resonate loud and clear with many teachers. In this session we will take a tour of the 10 principles to examine how they work as a whole and to ask what the implications are for teachers seeking to deliver effective, evidence-informed teaching.

- **Unleashing Great Teaching: the secrets to the most effective teacher development**
  - David Weston & Bridget Clay
  - This session will explore the evidence-base behind powerful CPD and practical steps for how schools can enable great learning for their staff and pupils. The session will draw on the vision that David and Bridget have set out in their book, Unleashing Great Teaching, and will explore the culture, processes and steps that leaders can take to unleash great teaching in their own schools.
  - The session will include:
    - Practical examples from schools
    - Exploration of the research on the culture and processes of effective CPD
    - Frameworks and tools for planning professional learning

- **Measurement for schools and departments: Can we really measure progress?**
  - Deep Ghataura
  - Fundamental measurement is something that has passed UK schools by. We’ve been fed a diet of the meaninglessness of progress but I think that this is prematurely pessimistic. I will introduce item-response theory for schools and show that we can make defensible claims of progress. NoMoreMarking’s comparative judgement engine will be placed, for the first time in a teacher-audience session, in its true theoretical home.
  - The session aims for MAT CEOs, heads of department and normal classroom teachers to be introduced to ways of linking assessments, reporting assessment data and making defensible claims from the scores.

- **Comparative judgement-unpacking teachers’ assessment practices**
  - Eva Hartell PhD
  - Dr Eva Hartell will summarise her research focusing classroom formative assessment. She will provide practical examples on how to embed formative assessment and elaborate on her research with comparative judgement eg share findings from an ongoing international comparative study focusing on unpacking teachers’ assessment practices in USA, UK and Sweden.
What do teachers need to know about memory and how can assessment be used effectively to support long-term learning? – Nikki Booth

No one really knows how our brain works. In fact, as Dylan Wiliam says, it “is probably the most complex thing in the universe”. What has been useful, though, is that scientists and psychologists have developed numerous models to try and unpack this phenomenon. The most useful model, perhaps, is the notion of the multi-store model of memory which includes short-term memory (STM) and long-term memory (LTM). The STM has limited duration and is thought to hold only a few items of new information. To avoid decay, the information needs to be rehearsed so that it can pass and be stored into the LTM. The capacity of the LTM is believed to be unlimited and information stored there is potentially permanent. Paul Kirschner et al. (2006) suggest that learning requires a change in LTM. This is important for us as teachers because what we teach our students in a lesson may be forgotten weeks later. This session, then, will explore some of the key literature surrounding memory and forgetting as well as offer practical strategies as to how assessment can support long-term learning in the classroom.

Cognitive science and primary maths planning - making the most of the research – Charlie Harber

Academic research into what makes good maths practice is evolving rapidly. The challenge for us, as teachers, remains how do we translate this research into classroom practice to ensure that we are maximising learning impact on all pupils?

Within this session we will consider a few key elements of maths teaching, linked closely to the recent EEF report Improving mathematics in Key Stage 2 and 3, including variation theory, effective practice and language development. Why should we consider these elements and what could they look like in a primary classroom - how is this achievable for the time precious primary teacher?

Why teachers shouldn’t bother reading education research – Gary Davies

There is currently pressure for education to become an “evidence-based” profession and for teachers to read and participate in education research. I argue that teachers shouldn’t invest their time in education research and suggest that understanding cognitive science is a far more fruitful use of time.

Feedback-rich lesson ideas for language teachers – Sergej Visser

Formative assessment in language education: ideas for feedback-rich lesson plans

Language teachers are successful when their pupils learn to use the language well. This seems obvious, but language education often focuses primarily on vocab and grammar – and on the test. However, the proof of the pudding is in the eating: when pupils show their language aptitude in the receptive and productive language skills, especially the latter.

In The Netherlands, three domains are recognized in language education: language acquisition (vocab & grammar), language skills (LSRW), and literature. Formative assessment can be used to improve learning results within any of these domains. This works when lessons and tasks are used that generate feedback. A pupil performs a task, gets feedback, and processes this feedback in the next, revised version of the task. This closed feedback loop optimally propels student learning.

In this workshop, you will get to know various forms of feedback-rich didactics. You will be presented with practical lesson ideas and tasks – all tested and tried - for each of the domains and language skills. With these approaches and tips, you can put formative assessment to practice - in your next language lesson, if you wish to.

Mining the performance tables – Miles Berry

The DfE makes a large amount of statistical data available to the public, for free and online. In this session, Miles introduces participants to the data set. He demonstrates how simple analysis can be done using pivot tables in Microsoft Excel, and how the statistical programming language R can be used to create visualisations, interactive graphics and maps of the data. He shows how regression analysis can be used to uncover statistically significant relationships. Along the way, participants will explore how the intake characteristics of schools can predict exam performance, as well as identifying the schools that significantly outperform those with similar intakes.

The session will be of interest for anyone interested in learning how qualitative techniques can be applied to open data at national scale, but would also be useful for those interested in using R and Excel to explore the trends and exceptions present in assessment data for an individual school.

Running a research informed school – Claire Stoneman

In this session, Claire will explain how she established Birmingham’s first researchED conference: researchED Brum. She will outline the some of the things for new researchED conference organisers to consider, and how you go about making your researchED conference a great success.
The Future is Now: Leveraging evidence to develop EdTech

Priya Lakhani

How do we measure the impact of technology on our education? What research can we leverage to support the idea the artificial intelligence is beneficial to both students and teachers alike?

In this 40 minute seminar we ask: What is artificial intelligence and how is it impacting students and teachers in our schools? How will it impact you? How can you use it to improve the quality of teaching and learning in your school? How do the data insights generated by such advanced technology evidence progress to SLT and Ofsted? How can you achieve such improvements across all subjects, including Maths and English?

This presentation will show real case studies and impact data from schools across the UK using technology which has been part-funded by Innovate U.K. and the Ufi Trust.

Priya is a highly experienced speaker, passionate about education and the role of technology in education. She recently spoke at the HMC Conference, presenting impact evidence and she lead a panel at the Educate Festival of Learning, discussing the application of research to technology in education.

“Her enthusiasm and passion is a testament to her determination to succeed and help others to do the best they can” – Vince Cable MP, Former Secretary of State for Business.

An introduction to Critical Literacy

James Wright and Dr. Andrew McCallum

This session explores ways in which you can teach critical reading skills, so that students are not only exposed to the wider world but can engage with it confidently and with understanding. It will share strategies for promoting a curriculum that encourages students to see themselves as global citizens through a rich and diverse reading experience in the English classroom and beyond.

The Special School Research Lead - Journal Clubs and Beyond

Beth Greville-Giddings

This session will share the ups and downs of developing the role of research lead in an SEMH school. It will explore the barriers to research engagement you can feel as a special or small school, and ways to overcome them including journal clubs, research translation and partnerships outside your setting.

Using teaching assistants to add value - all school handwriting at Rosendale

Rhonda Albert, Marc Rowland & Jon Richards

Research evidence from the Education Endowment Foundation (EEF) has shown that teaching assistants working on specific, structured, well implemented programmes can make a significant improvements in pupil outcomes.

At Rosendale Primary School in Lambeth, one of the EEF’s 22 designated Research Schools, a year-long research project has used teaching assistants to deliver writing lessons across the school, whilst teachers work with small groups of pupils who need additional, targeted support with their learning.

The session will look at the research, the outcomes for pupils and the impact on teaching assistants and teachers involved in delivering the programme. It will also include a short introduction on the value of teaching assistants by the project sponsor UNISON.

Cracking the Language Paper

Grainne Hallahan

An evidence-based approach to English Language at KS4.
SESSION 2 – 11:00-11:40

Assessing Writing with "Writing Ages"
Daisy Christodoulou

Many teachers will be familiar with the concept of a reading age, which expresses performance on a reading test as an average age. In this presentation, Daisy Christodoulou will explain No More Marking’s new Writing Age measure, which reports performance on comparative judgement writing assessments as an average age. The Writing Age provides an intuitive and easy to understand alternative to scaled scores and grades, and also makes it easier to assess a pupil’s performance across different year groups, and to adjust for the effects of birth-month.

Creating a Great School Culture
Katie Ashford

In the best schools, teachers can teach and pupils can learn. It sounds simple, but making this happen isn’t always as straightforward as it seems. What questions must school leaders ask, and how can they make the best decisions to give both staff and pupils the best school experience? In an age of increasing school exclusion and decreasing teacher retention, it is crucial that we address the question of school culture head on. This session will outline- and critique- some of the methods used across a range of exceptional schools in the UK and beyond, and will challenge some of the assumptions that are entrenched within our education system.

But everybody teaches knowledge – what’s all the fuss about a knowledge rich curriculum?
Clare Sealy

In this session, I will explain what people do and don’t mean when they talk about a ‘knowledge rich curriculum’ and how it differs from other types. Where do skills, application and understanding fit in? Why do people think it’s so important and what’s the research behind it?

Hidden legacies and surprising catalysts – lessons from international research for subject specific and pedagogic CPD – Philippa Cordingley

This interactive session explores why and how outlier characteristics of initial teacher education in England have a lasting impact on CPD. In unpacking together the system strengths and challenges that teachers, School CPD leaders and CPD facilitators experience it will enable participants to expand their understanding of how to make the most of existing and impending opportunities. The session draws on two bodies of research. First it explores findings from Developing Great Subject teaching – a study carried out by CUREE and a team from University College London Institute of Education. This study drew together a snapshot of CPD across the UK in 2017 and compared this with findings from research and with practices from high performing countries. Second it draws on Philippa Cordingley’s research with the OECD Expert Group carrying out Country reviews of initial teacher preparation and support for early career teachers (in Japan, South Korea, Australia, United States, the Netherlands, Norway and Wales) Reviews. The session will introduce some of the Promising Practices from the country reviews and the new OECD web site – and inform planning for the next phase of this work which will focus on continuing professional development.

What does research-informed teaching actually look like?
Claire Hill and Rebecca Foster

Having both led research-informed departments for several years, we will be sharing how we’ve taken ideas from research and applied them to the classroom setting. We will demonstrate how Bjork’s desirable difficulties, retrieval practice and cognitive load theory can be used to inform effective lessons, resources and curriculum design, offering practical suggestions for making your classroom and department more research-informed.

Reading on trial: three takes on developing reading in the classroom
Megan Dixon, Sinead Gaffney, and Martin Galway

Taking a critical look at reading instruction from differing viewpoints within the current educational landscape, three practitioners interrogate the research evidence, and how this translates into practice. Megan, Sinéad and Martin share what research evidence suggests with regard to teaching comprehension and word reading and consider how it looks in the classroom. They explore three different approaches to developing reading in the classroom - whole class, small group, individual – and draw out the strengths and limitations of each method, identifying possible implications for the organisation of teaching and learning. Touching on the importance of modelling, scaffolding and independent activity and triangulated against the research into how children learn to read, these three practitioners explore how the growing skills and knowledge of the children might be reflected in the pedagogy used. They unpick the challenges presented by the evidence from their various educational perspectives: as a class-teacher/senior leader, a subject adviser and a MAT director.

Further reading:
A range of evidence will be touched upon and discussed, however in particular we will consider recent work by the likes of Cain and Oakhill, Nation, Castle and Rastle, Stuart and Stainthorp, alongside landmark studies, and consider some of the secondary reporting of related research by the likes of Willingham and Lemov.
Education Forum: Does Oxbridge really discriminate against BME applicants?
Munira Mirza
Opening speech of 10 mins to examine what the evidence tells us about Oxbridge admissions, race and discrimination. Remainder of time for Q&A and discussion.

Developing evidence-informed professional development. Oracy as a case study
Dr Jim Rogers and Ciara Moran
The White Horse Federation is developing an evidence-informed, collaborative and cross-phase model for professional development across the Trust. School collaboration and ‘joint-practice development’ is widely acknowledged as being beneficial for school improvement. Much of the research points to the success of this in urban areas where the proximity of schools allows for easy access. However, there is a growing body of evidence pointing to the importance of this in rural or geographically isolated regions (Muijs, 2015). TWFH are developing this through Networks designed to support CPD and collaboration across the Trust. The model draws from 3 key principles: 1. Critical engagement in evidence: of need and of what works, 2. Expertise sourced to inform practice, and 3. Collaboration through enquiry. The model draws from pioneering work in Plymouth. Here, pupil attainment and progress outcomes at each key stage were below national average. Rather than responding ‘headline’ data, underlying causes were identified and a CPD programme developed to tackle Oracy was created following the above principles. Evidence of what worked nationally, applied to a specific context, resulted in demonstrable improvements in language development, and learning outcomes particularly for children from disadvantaged backgrounds.

Engaging parents to boost pupil attainment in Secondary School - The Learning Boost Project
Dr Kathryn Weston and Graham Cunningham
This session will be delivered jointly by parental engagement researcher, and author Dr Kathy Weston, and Headteacher, Graham Cunningham of Longdean School in Hemel Hempstead, Hertfordshire. Dr Weston will begin the session sharing the wider benefits of parental engagement and the perceived obstacles. Mr Cunningham will then share the details of a small-scale project that took place over 2017-2018, that aimed to engage the parents of some low-performing students in preparation for their GCSE year. Did the implementation of some small interventions around support for parents, revision advice delivered through video resources and tailored mentoring and support in school impact on these pupils’ GCSE grades? Come along to learn more about parental engagement, and to get inspiration for some cost-effective, easy to implement methods of building capacity among your school’s parents, so that pupils are better able to thrive.

What the Foucault? - Outstanding Critical Ontology for Teachers!
Sputnik Steve
Foucault describes the critical ontology of ourselves as a “philosophical life in which the critique of what we are is at one and the same time the historical analysis of the limits that are imposed on us and an experiment with the possibility of going beyond them”. I argue that this philosophical life is valid research activity for teachers and that, if we are to become a fully autonomous profession, we must understand the limits that are imposed on us and to seek out the possibilities of going beyond them. To this end, I cast a whimsical look at the way Teaching presents itself through the language of teaching vacancy adverts. I take particular issue with the prevalence and dominance of the notion that everything and everyone must be ‘outstanding’, whilst wondering whatever happened to Michael Whilshaw’s 2016 call for more “mavericks in the classroom and the headteacher’s office”. Finally, I suggest The Tweacher Society of #EduTwitter and Self Writing as offering experimental possibilities of going beyond the limits imposed on us.

Recent research in maths education
Lucy Rycroft-Smith
A round-up of some of the most interesting and recent research in mathematics education and implications for the classroom.

Data in practice, policy and research under GDPR: drop-in Q&A
Jen Persson
Bring-your-own-questions for a Q&A discussion on school data and GDPR. Your policy and practice may be polished, or you might still need to get started. Ask what you want to know on data rights and responsibilities. On classroom apps, national Capita SIMS contact data issues, the School Census, Subject Access Requests, myths on marking at home, and more. Avoid the pitfalls of applying new technology without consideration for privacy. Find out what the Age Appropriate Code of Practice under new Data Protection law, for children using online services might mean for you. Plus a whistlestop tour of what’s changing in national pupil data management and its implications for researchers, teachers, parents and children.

The case for low-cost private education in the UK
Sophie Sandor
Parents are forced to pay for schools via taxation and if they opt out of that service, whether it be to homeschool or for private school, they do not receive a rebate. So schools are guaranteed an income even when their services are not valued by parents.

In particular, it is the parents who cannot afford private school fees or who cannot afford to move to neighbourhoods with higher-
performing state schools who are stuck. This means that the poorest children get the worst deal out of the UK’s education system. Introducing a low-cost private model is an opportunity to combine a ‘no frills’ approach to spending with the highly-academic, knowledge-rich curriculum and no-nonsense discipline currently accessible only to those pupils fortunate enough to be able to attend the best schools.

Research shows us that there is a demand for something like this model, why the model works, and examples of successes when looking to Professor James Tooley’s trials abroad. This option, to enrol in low-cost private secondary education, could challenge the state’s monopoly on education and drastically improve parental choice in the UK.

**Behaviour management - evidenced-based tips**  
Robin Launder

This session is packed with research-based theory and research-based practical approaches – in other words, what works, why it works and how to implement it into your classroom. It will look at averting misbehaviour, nipping misbehaviour in the bud and teacher self-control. It’s a fun and pacy session, ideal for educationalists wanting to return to their own schools with top-notch behaviour CPD ready to share.

**The gender pay gap in education: fact or fiction?**  
Vivienne Porritt

What price equality? The gender pay gap in education hit the headlines in April 2018 as the sector posted the third worst pay gap of all sectors, with the mining sector being more equitable! What’s going on that means the difference between what men and women earn in academies is higher than the UK average? The causes of the gender pay gap are complex and we will explore the research which suggests why there is a gap as well as pointing to possible solutions. #WomenEd has highlighted this aspect since we began three years ago and the evidence suggests it won’t change in our lifetimes. Come and find out what we can all do to speed up the pace of change.

**What is dyslexia?**  
Karen Wespieser and Jules Daulby

This session will explore the historical journey of dyslexia including two current theories in conflict today. The first links to The Rose Review (2009) which underpins current UK definitions of dyslexia used by specialists in the assessment field while the second cites Professor Julian Elliot’s research from Durham University claiming that dyslexia is an unscientific term and thus by definition does not exist. To bridge these two thoughts, Professor Dorothy Bishop’s thoughts will be used to question whether, despite the unscientific nature of dyslexia labelling, the term is still useful for utility purposes.

While reading difficulties is not denied by any experts in the field, there is a term coined ‘dysteachia’ which claims that children who cannot read have not been taught properly and that dyslexia does not exist. Jules Daulby and Karen Wespieser will run through the standardised tests used for dyslexia and set this within the context of early intervention and systematic synthetic phonics to teach children to read contrasting with a lifelong developmental learning difficulty which affects daily life.

To finish, this session will offer practical tips on how to support children with literacy difficulties in the classroom.
The pupil premium isn’t working. What next for the attainment gap?

Becky Allen

Schools serving more disadvantaged communities have seen their funding increase proportionately more since 2000 as politicians attempt to close the attainment gap between children from higher and lower income families. The Coalition Government’s pupil premium gave further funds for disadvantaged pupils, but with strings attached that have distorted the practice of schools in unanticipated ways. In this talk, Becky will describe why a prescriptive focus on expenditure for disadvantaged pupils doesn’t necessarily help the very children it is intended to support. She gives an alternative prescription for closing the attainment gap – none of which involves identifying disadvantaged children or measuring their progress!

How can behavioural psychology help us nudge students in the right direction?

Harry Fletcher-Wood

In the last few decades, the study of behavioural psychology has leaped ahead. Researchers have developed simple, effective ways to help people make good on their best intentions: saving more, eating better, trying harder. What does this mean for teachers? How can we use simple nudges to encourage students to work hard and be nice? How can nudges help us stop procrastinating? How can they encourage better teaching? This session will offer tentative answers to all of these questions, and encourage you to develop answers you can use in the classroom.

The Ingredients for Great Teaching

Pedro De Bruyckere

A lot works in education, but nothing works all of the time. In this session you’ll learn some basic ingredients for great teaching. But just like when you use salt and pepper in the kitchen, too much or too little can make a huge difference when working on feedback, metacognition, etc... In this session you’ll get to discover when dual-coding, spaced repetition, automatization, Direct Instruction,... can work but also when these approaches will not help your pupils, and even more important: why. This talk is based on the new book with the same title.

Building an Evidence Enriched School

Stephen Tierney

The session will look at how you can clear the “garbage” out of a school’s improvement plan allowing teachers and leaders to put the curriculum and improving teaching at the core of what you do (and why you should do this). Building on five evidence based papers, Stephen believes all teachers should read, he will combine these with some thoughts around practical steps schools’ should take to lay the foundation for great teaching.

Through a logic model approach to school improvement, he will look at the thorny issue of effective implementation; a process that all too often leads to teacher de-motivation and frustration rather than enhanced pupil outcomes. There are practical ways to create new opportunities to retain and recruit staff; alongside great CPD on a shoe string.

What happened when teachers stopped marking?

Stuart Kime and Jason Lowe

Jason Lowe (Headteacher, Tarporley High School and Sixth Form College) and Stuart Kime (Director of Education at Evidence Based Education) will discuss the findings from the ‘Re-balancing Feedback’ trial which set out to test the impact of secondary school English teachers replacing written marking with three types of in-class feedback. Jason will offer a Senior Leader's perspective on involvement in a research project, and talk about decisions made at Tarporley since the trial concluded in 2017.

Education research is not in crisis, and that is a problem

Tim van der Zee

Education research appears to be running smoothly, with an ever increasing number of new studies being published. Teachers, policy makers, and academics all rely on this growing literature. Yet underneath lurk systematic problems that are not yet being faced. Scientific progress requires research that is transparent and verifiable. However, data and analyses are rarely made available, thus obfuscating the chain of evidential reasoning which should be fully transparent and available for scrutiny. Similarly, education research relies on a publication process that comes with steep access barriers. A preference for ‘interesting results’ leads to a biased literature which hinders cumulative science. Efforts to replicate and confirm findings are all too rare and not incentivized. Finally, substandard measurement practices lead to ‘new’ phenomena being discovered which turn out to be known findings hiding under an alias. In response to similar problems, psychological science is already going through a crisis and must continue to struggle with this for years to come. For the sake of education research, it too should face its own crisis. In this ‘call for crisis’ talk I will take you through the evidential basis of education research and the problems therewith.
Education Forum: Do women really need a hand up in Education?
Joanna Williams
Teaching has historically been considered a suitable job for a woman. But, as recently as the 1960s, women teachers met marriage bars or formal restrictions on career progression once they had children. Today, things could not be more different. Department for Education statistics show that close to 75% of all teachers are female. Men make up just 38% of secondary and 15% of primary school teachers. Some charities and campaigners draw attention to the scarcity of men in the teaching profession and the impact this might have on young boys lacking positive male role models within their communities. However, within the profession itself, there is considerable focus on women’s career progression. It is argued that women might dominate the profession but are under-represented in senior leadership positions. As a result, mentoring and support groups focused upon enhancing women’s opportunities for promotion have been established. In this session I explore whether women really are under-represented at the higher levels of the teaching profession – and, if so, why this might be the case. I consider whether the under-representation of men is a problem that needs addressing and what the impact of teaching becoming an increasingly gender-imbalanced profession might be.

Why researchED should be called implementationED
Dr James Mannion
In recent years, there has been an increased emphasis on “working out what works” in education. However, education research can only tell us the extent to which something worked in the research setting, and this is a surprisingly poor predictor of whether that thing will work in a different context. This has led Professor Steve Higgins, the lead author of the EEF Teaching and Learning Toolkit, to coin what is known as “the Bananarama effect”: it ain’t what you do, it’s the way that you do it - that’s what gets results. We now have mountains of research on what has (and has not) worked in various contexts. What is massively underdeveloped is the question of how to build on all this knowledge to bring about positive change in schools. This is the so-called problem of “knowledge mobilisation” - how do we translate what we know about what has worked in the past into social policies and social practices that have the desired effect when implemented at scale? In recent years, a new field of study has arisen - implementation science - that seeks to answer this question. This is what teachers, school leaders and education researchers now need to focus their attention on.

Lesson Study – a panacea for curriculum, pedagogy and teacher professional development in the English education system? – Lucy Austin
Lucy has been working with Lesson Study as a form of teacher professional development over the past seven years. In this session she shares some of the highs and lows of the experience so far. She will draw on research from The International Journal of Lesson and Learning Study as well as research she has collected through her research fellowship at UEA. Lesson Study began in Japan several decades past and gradually gained an international following. Through her experiences and research to date, Lucy explores some of the cultural similarities and differences between England and Japan as well as other countries in which Lesson Study has had success. She considers how some of the cultural dimensions of the English education system may be influencing the relative levels of success experienced by those using Lesson Study in the east of England. Moving forward Lucy hopes to see Lesson Study bridge the chasm of implementation and provide a mechanism through which teachers within the English education system can form an acknowledged function of the curriculum.

Creating a Research Culture in Schools
Claire Bishop
This session aims to support schools that are at the beginning of their journey to embedding research into their CPD and wider daily life within school. This sessions will look at the purpose behind using educational research in schools, exploring what the literature says (and more importantly what it does not) about the use of research in schools and what you can expect to see. The case study of Sir Christopher Hatton Academy, which has recently been graded as ‘Exceeding’ by the NFER’s Research Mark, will be used to explain the pitfall and successes that we have faced in our journey so far. Finally, the session will give delegates the chance to look at the many different ways schools can use educational research with the chance to share ideas before deciding which initiatives work best in your context.

Evidence-Based School Leadership and Management : What does it look like?
Gary Jones
In this session I will explore what the nature of evidence-based school leadership and management. The session will then look at what an ‘evidence-enriched’ school might look like and what strategies can be adopted to increase the use of evidence within a school. The session will also look at some of the mistakes to be avoided when trying to develop an evidence-enriched school. The session will end with participants having the opportunity to self-test their ‘research literacy’.
Predictive Insights from Internal Assessment: Scale • Consistency • Technology

Rich Davies

What is the point of internal assessment? This question has become increasingly important as teachers cite the administration of internal assessments as a major driver of workload. Many would argue that internal assessments provide valuable predictive insights that help schools target their support activities towards the topics, groups and students that need them most. But recent studies have called into question the extent to which internal assessments actually provide any useful predictive insights. During the past few years, Ark Schools have been developing a new network-wide approach to internal assessment, which leverages scale, consistency and technology to place valuable predictive insights into the hands of our teachers and school leaders. During the session, we will discuss the principles that sit behind this approach, the ongoing implementation challenges, as well as the influence it is having on teaching and learning in our schools.

How engaging with workload research can actually help schools improve (and keep!) their teachers.

Ben White

Teachers often cite excessive workload as a significant factor in their decision to leave the profession. Teacher retention is currently worse in England than it has been for a number of years. Meanwhile, schools frequently make demands of their staff which increase workload despite having little or no plausible link to sustainable improvements to student learning. Ben’s session will draw on recently published educational and psychological research relating to workload, burnout and staff engagement. He will identify specific school practices associated with unhelpful workload, their inherent limitations, and the reasons for their prevalence. There will be a particular emphasis upon the issue from a data use and analysis perspective. Having explored the extent and likely causes of unhelpful workload Ben will identify a number of ways in which research-informed teachers and school-leaders can reduce workload whilst potentially improving working conditions and outcomes for pupils.

Retaining teachers isn’t rocket science

Carly Waterman

Based on workload case studies carried out in five schools in the UK this year, this session explores the workload issue through the voices of the teachers interviewed. This small scale research (still ongoing) provides an insight to teachers, leaders and anyone interested in education about what it is that really drives teachers from the profession, and what it is that makes them stay. It’s not rocket science, but it’s not what you read about in the press.

Designing a scheme of work using Cognitive science

Shreedhar Pavar

For many decades, instructional design has been about teaching and acquiring generic skills such as generic problem solving that can be used to solve unrelated problems or in the generic skill of thinking that can be used in any curriculum area. While intuitively plausible and therefore fashionable that teaching such skills should be useful, there is no scientific evidence they are teachable or assessable. This session will outline how their replacement by evolutionary cognitive science is changing instructional design, by providing us with a scientific explanation of human cognitive architecture, we can create instructional techniques that both work and explain why prior fashionable methods failed.

I will outline the CogSci principles that can be used in designing a revised KS3/KS4 science SOW and how these avoid the trap of trying to explicitly teach innate biologically primary knowledge such as general problem solving and thinking skills and not using the pseudoscience of Bloom’s taxonomy.

In contrast, biologically secondary knowledge i.e. school subjects should not be left for students to discover but be explicitly taught using teaching methods designed to reduce demand on working memory and increase acquisition and retention of long-term memory. A CogSci SOW template and examples will be made downloadable.

How to systematically design, develop, implement and evaluate a knowledge-rich curriculum

Amy McJennett and Nick Wallace

Over the past few years, the curriculum has taken a more prominent and important role in discussions around schools and education. It is ‘the very substance of education’ (Amanda Spielman, HMCI), yet is ‘rarely given enough time’ (Dylan Wiliam).

So what happens when time and attention is devoted to developing a knowledge-rich curriculum? What impact does a focus on ‘the substance of education’ have on the teaching community? How can curricula integrate principles of cognitive science to deliver meaningful results for students? And how can schools and senior leaders convert principles of curriculum design into a successful enacted curriculum for their students?

This session will offer some answers to these questions.

English Mastery is a curriculum and development programme. Since 2014, they have been developing a knowledge-rich key stage 3 English curriculum. The programme’s mission is to transform the way the subject of English is taught at key stage three in UK classrooms. From September 2018, they will be working to deliver a knowledge-rich English curriculum in with 57 schools across the country.

LUNCH – 12:30-1:10
SESSION 4 – 1:20-1:55

A Understanding and improving curricula: what can and can’t research do?
Christine Counsell

With schools (and soon inspectors) taking new interest in curriculum, school leaders are asking how to make use of their freedoms to interpret curriculum agendas. Discussions about ‘what works’ in a forum such as ResearchEd invariably relate to pedagogy, learning or assessment and frequently draw on empirical research drawn from fields such as cognitive science. On what sources of authority or forms of warrant should schools or teachers draw regarding curriculum? What kinds of curriculum-relevant research exist and (heresy warning) how far should we look to educational research at all for answers on choices and blends of content? This session examines the scope and limits of research that might assist us in holding sensible conversations about curriculum. It urges clarity about the kinds of questions that particular types of research can and cannot answer. Christine will advocate some under-used types of research that illuminate curriculum questions in practical ways and she will point to the dangers of appealing to ‘evidence’ before asking fundamental questions about the origin, nature and purpose of the knowledge we choose to teach.

T Meta-Analysis: Issues, strengths, limitations, alternatives and implications
Rob Coe, Steve Higgins, Philippa Cordingley, and Greg Ashman

Meta-analyses and systematic reviews have risen in prominence in education in recent times, with the work of Hattie and the EEF Toolkit having particular influence. Inevitably, this has been accompanied by both enthusiastic promotion of the results and criticism - of both the meta-analysis and systematic review process and the incorrect interpretation of results. Some critics have focused specifically on effect sizes. Others point to individual studies that fail to replicate results as evidence of fallibility. Between the dangers of, on the one hand, unthinkingly swallowing whole a toxin-infested but appetising-looking morsel and, on the other, throwing out a precious baby with some slightly discoloured bathwater, there must surely be an appropriate middle-ground in making sensible, critical interpretations of findings from meta-analysis? Are we expecting (or claiming) too much from meta-analysis? What are the strengths and the limitations of using the results of currently existing meta-analyses to shape practical decisions in education?

F.UG2 Fostering autonomy and agency through research: a multi-faceted approach to teaching and learning
Iro Konstantinou & Jonathan Noakes

This presentation will cover the principles of being a research-engaged school drawing from our experiences at Eton. We will argue that being research-engaged does not only entail conducting action research but also the need to be a reflective practitioner with the ability to understand and be able to act on pupil difficulties (Hattie, 2009), as being able to identify problems and search for answers through interrogating and evaluating research can be an invaluable asset for teachers. Moreover, being a research-engaged school also encompasses facilitating the processes for teachers to be self-improving practitioners: to be informed about research and scholarship in teaching, to engage in and with research and to be consumers of research, and to be equipped to conduct their own research (BERA-RSA, 2014). Similarly, Bragg and Fielding (2005:105) make the case for collaborative enquiry within schools as a democratising process, which involves sharing and distributing leadership and encouraging all members of the school to be active ‘enquirers’. This, they suggest, should involve students; for ‘without the involvement of the students it is not possible to enquire effectively either into the learning and teaching processes or into the school itself’ (ibid.). This, therefore, is an argument of autonomy and agency as much as one of providing the methodological tools for conducting such inquiry.

F.UG6 Assessment conceptions: Are they mutually exclusive?
Dr Ngozi Oguledo

Assessment plays a key role in education as it can unveil both the recognition of attainment and the areas of improvement in learning. Different assessment practices are carried out in schools for various purposes. Teachers as assessors have different conceptions of assessment which have an impact on their assessment practices. But are these assessment conceptions mutually exclusive? In this session, I will draw on theory, research evidence and classroom experience to review the different models of assessment conceptions and discuss teachers’ conceptions of assessment and its implications for schools.

S.G1 Evidence-based practice and SEND
Gary Jones and Michelle Haywood

In this session we look at the nature of evidence-based practice. We’ll then look at how techniques for use in evidence-based practice can be used to facilitate greater use of research to support pupils with SEND. In particular, we will look at a range of techniques to help identify answerable questions; how to identify the most important problems of practice; and how to develop questions from a range of different perspectives.

S.G2 Knowledge-Based Curriculum in Primary - From Theory to Practice
Tarjinder Wilkinson and Louise Scott

Why adopt a knowledge-based curriculum and what does it look like in a primary school? The speakers will look at the rationale behind the primary curriculum at Inspiration Trust, how it is being implemented by changing the whole school attitude and culture to teaching and learning with a knowledge focus. In addition, they will address key issues such as resources, staff buy-in, what knowledge rich lessons are and what they are not and how to plan for low stakes quizzing on an ongoing basis.
Evidence has long suggested that teachers reading from approved scripts could be effective when teaching certain topics, but, until recently, take-up of the option has been minimal. However, that is starting to change. With the rise of multi-academy trusts, scripted lessons are on the increase. Perhaps surprisingly, there are plenty of teachers willing to embrace centrally-planned scripts to deliver lessons. Though in a growing number of schools, the teachers don’t have a choice: they must stick strictly to a script. So, can scripts raise standards and liberate teachers from lesson planning drudgery? Or do they restrict the autonomy and creativity of teachers, heralding the death knell of the profession as we know it?

**The Coalition for Evidence-Based Education: past present and future**
*Andrew Morris*

In this session, the purpose of the Coalition for Evidence-Based Education (CEBE) and its activities to date will be outlined. These include the creation of the Education Media Centre, the piloting of the Evidence for the Frontline service for teachers and an ongoing project on Leading Research Engagement. Future plans are for activity on the use of evidence in CPD and in institutional leadership. The Coalition works by identifying key issues on which collaboration might be helpful. Following consultation, it invites organisations and individuals to come together to plan and carry out joint actions on agreed topics. CEBE has no funds or employees; all activity is carried out on a voluntary basis, by collaborating partners. This may include the organisation of events and publications or networking and advising or the creation of a self-sustaining service. Your views will be welcomed on CEBE’s role and future contribution.

**Language and literacy demands of secondary science**
*Amanda Fleck*

Science is rich in complex language and this can be a barrier for many students at secondary school. Readability statistics show that new 9-1 science GCSEs have some of the highest readability scores of any of the current GCSEs. This session explores the implications of the language and literacy demands of science and discusses practical strategies to support teachers to help their students overcome these barriers.

**Developing Automaticity in Handwriting at Secondary**
*Sarah Barker*

The traditional view of the importance of cursive handwriting is still very much embedded within our education system. Some argue that cursive (‘joined up’) should be taught first, even in the Early Years. Data from America indicates that 15% of students using a cursive script in their SATS achieved higher grades than those using manuscript (i.e. printing) (Carpenter, 2007). The correlation made here is entirely without context, but more recent research gives us more in the way of evidence for the importance of confidence with handwriting. This evidence would be presented as part of the session. Over the past two years, I have been researching and developing strategies for the improvement of teenagers’ handwriting, with ever increasing success. The initial application of my research started within my own classroom. I have built this up across my faculty and we’re now ready to move to a whole-school approach.

While handwriting may seem like a trivial element of school life, it’s often the sticking point for many students when it comes to academic success and outcomes. The session will include practical advice on both identifying needs and ways to embed strategies across a school community.

**Leveraging real-world experts and GIS: moving beyond engaging with technology and towards a focus on powerful geographical knowledge** – *Grace Healy*

While geographic information systems (GIS) are increasingly being used in geography classrooms, there are some challenges resulting from GIS being enshrined in the prescribed curriculum as a skill to be ticked off and the technology detracting from geographical learning. Based on initial findings of students’ perceptions of the value and nature of GIS, it is apparent that they do not fully grasp the significance of GIS to their studies or to geography more broadly. In response to this, we have undertaken longitudinal research to explore how a programme of GIS integrated within a two-year A-Level examination course, develops students’ perceptions of the value and nature of GIS and its impact on their geographical knowledge. This session will report on one strand of the research focusing on how using real-world, industry experts can affect students’ perceptions of the relevance of GIS to geography and support their acquisition of geographical knowledge. As part of this session, the research base that exists around pedagogical approaches to GIS, the capacity for GIS to develop students’ geographical knowledge, and the place of partnerships between the school classroom and real-world experts will be explored. This session is highly relevant to geography educators but might be of wider interest to those thinking about partnerships with industry experts or navigating difficulties associated with technology deterring from, rather than enhancing, learning in their classroom.

**Let’s talk about ethics, baby**
*Jonathan Haslam*

Why are there no ethical guidelines for teachers or schools? Ethics only seem to be considered when it comes to research, getting consent for school trips or when taking photographs. Yet aren’t issues such as consent, confidentiality, communication, and record keeping more widely important? Schools “experiment” routinely on children, yet the idea of consent only becomes important when “research” is mentioned. In the US, schools are required to obtain informed consent from parents before providing special education...
services to their child. Is sensitive information about pupils and their family shared appropriately across schools – to teachers, volunteers, other parents? In this session, I want to discuss whether these issues are important, and whether a more comprehensive framework providing guidance on would be helpful. It’s not a scandal to be uncovered, but it’s an unconsidered area that – morally?, professionally? – deserves a look.

Read all about it! What does the research REALLY say?

Terry Freedman

When you read or hear about some new research in education, chances are it will be pretty negative. The reasons for this are more subtle than you might think. It’s not simply to do with the fact that good news is no news, but the economics of running a newspaper, the staffing structure of newspapers, and even the typical structure of a news story.

But what of those stories in which the research has shown the benefits of a particular innovation or initiative? Can you trust them? Unfortunately, the answer is ‘not necessarily’.

In this session, Terry Freedman looks at how research makes it into the news, and why reading isn’t necessarily believing — even when the research itself is faultless.

Poorly-reported research can have knock-on effects in school. For example, Governors or Trustees may refuse funding for a project if they have read that research ‘proves’ it’s a waste of money.

Fortunately, all is not lost, and there are steps you can take in order to protect yourself from this kind of ‘fake news’ and its potential consequences.

What’s the Union Doing Here?

Harvey Bischof

OSSTF/FEESO is the first education union in the world to sponsor a researchED conference. Our choice to do so may well puzzle some advocates of researchED. This workshop will explain both the context within which the decision was made and the goals of participation in this increasingly global movement.

The catalyst for this initiative is found at least in part in data gathered from our members by an independent researcher in 2013/14, which demonstrated that educators feel workload is increasing, in large part as a result of Ministry of Education and school board-directed initiatives, but these initiatives are of highly dubious efficacy. For example, 75% of our members felt their time could be better spent in self-directed professional development pursuits than in employer-directed professional development and other activities.

Overall, the greatest increase in workload arises from increased expectations related to assessing and reporting, requests for data, and computer work, and yet none of these has a demonstrated connection to increased learning.

In this context, OSSTF/FEESO is exploring a variety of ways, which will be discussed in the workshop, to promote educator professionalism, for the sake of members’ professional satisfaction and the quality of the publicly-funded education system in which we work.

Towards the Education Inspection Framework 2019

Heather Fearn

Ofsted is preparing for its new inspection framework for September 2019. This session will share the work Ofsted has been doing to develop a framework which considers curriculum quality. The session will outline how Ofsted consider the curriculum impacts on overall quality of education and the research which has informed this understanding. The progress building the new framework will be shared, particularly the organisation of the framework around considerations of curriculum intent, implementation and impact.

Building a research culture to become a Centre of Innovation in Learning and Teaching in an international context - Dee Saran
SESSION 5 – 2:05-2:45

A
Making Sense of Metacognition
Alex Quigley
Alex will explore the evidence and practice that attends the new Education Endowment Foundation guidance report on ‘Metacognition and Self-regulation’. He tackles some of the myths about metacognition and explores how teachers can mobilise metacognition in their classrooms and schools.

T
Evidence and inspection: research at Ofsted
Daniel Muijs
If we want to create a genuinely evidence-informed education system, we cannot put the onus solely on schools while other key parts of the system refrain from taking an evidence-informed approach. As a key part of our system, Ofsted has therefore started a programme of research which aims to foster both the validity and reliability of our own work and to provide insights into key educational issues to inform the sector. In this presentation we will outline the role of research at Ofsted. We will describe the research model we use, and how this fits into our broader strategy and role as an inspectorate. Our research is based on collaboration between researchers from our research and evaluation team and Her Majesty’s Inspectors, who co-construct the research design and jointly carry out the studies. This approach, which draws on the unique position of Ofsted as an inspectorate, has key strengths and advantages, but also poses a number of methodological issues, which will be discussed in this presentation. Our research programme spans a broad range of topics in education and social care, and we will look at some of our ongoing projects and discuss some initial findings.

F.UG2
Making Kids Cleverer
David Didau
A discussion of what the research tells us about the connections between intelligence, memory and knowledge, and what we should do about it if we want to close the advantage gap.

F.UG6
The Wonder Years - Implementing a knowledge-rich curriculum
Mark Lehain
Everyone’s banging on about a “knowledge rich curriculum”, but what does it actually look like in practice? This session will examine how different schools in different contexts - primary/secondary, big/small, England/elsewhere - have gone about putting knowledge back at the centre of learning, and give practical guidance for anyone looking to do the same in their own school.

S.61
Education research is not in crisis, and that is a problem
Tim van der Zee
Education research appears to be running smoothly, with an ever increasing number of new studies being published. Teachers, policy makers, and academics all rely on this growing literature. Yet underneath lurk systematic problems that are not yet being faced. Scientific progress requires research that is transparent and verifiable. However, data and analyses are rarely made available, thus obfuscating the chain of evidential reasoning which should be fully transparent and available for scrutiny. Similarly, education research relies on a publication process that comes with steep access barriers. A preference for ‘interesting results’ leads to a biased literature which hinders cumulative science. Efforts to replicate and confirm findings are all too rare and not incentivized. Finally, substandard measurement practices lead to ‘new’ phenomena being discovered which turn out to be known findings hiding under an alias. In response to similar problems, psychological science is already going through a crisis and must continue to struggle with this for years to come. For the sake of education research, it too should face its own crisis. In this ‘call for crisis’ talk I will take you through the evidential basis of education research and the problems therewith.

S.62
The teaching ‘marathon’: towards a sustainable profession
Jo Facer
43,832 teachers responded to the government’s 2014 workload consultation. Increasing workload is a major issue in many schools, causing an unsustainable exodus of teachers from their classrooms. This session will explore ways to make teaching a profession we can survive and thrive in for the long term, considering issues such as planning, marking and whole-school systems.

S.63
Education Forum: Is being mentally ill the new normal in education?
Frank Furedi
This presentation is an overview of the existing theory about Knowledge Mobilization (KM) and an understanding of the types of empirical studies previously undertaken in this area. Despite there being little research undertaken to provide a comprehensive research base on evidence use, Brown (2017) suggests we are currently left with the belief that is a beneficial to make better connections between evidence and practice, based on moral and efficiency grounds. What constitutes research evidence still divides...
researchers and educators and research evidence is just one aspect of the evidence informed “jigsaw” (Nelson and Campbell, 2017). Regardless of the definition of KM used, Cooper and Levin (2010) situate the underlying principle for education firmly within the school improvement movement suggesting KM is an attempt “to harness the benefits of research for organisational change and system improvement” (p.351). This paper will consider the three contexts of Use, Mediation and Production using Campbell and Levin’s model for KM and then consider what the literature is saying about each area from an individual, organizational and system level in turn before considering the wider social process factors associated with KM. Finally it will offer some practical tips on developing KM strategies across schools.

Making research work in your school: embedding a culture of evidence-informed practice
Megan Mansworth

I set myself a challenging goal when I was appointed Leader of Research at John Ferneley College last summer -- to embed a culture of research within my school, in which all teachers are enabled and empowered to use research to inform their practice. Whilst of course such an ambition can never be fully realised, as we can all always use research even more to inform our teaching, I have managed to massively increase teachers’ engagement with research school-wide, to the extent that my Headteacher will be promoting my role to a trust-wide position in the coming academic year.

I have achieved this through a combination of methods including providing teachers with the tools to conduct their own research on topics that interest them; acting as a ‘research role model’ who summarises and shares key aspects of research on a school-wide basis; initiating a school-wide method for disseminating research on the Microsoft forum tool Yammer; researching all new initiatives suggested by SLT and feeding back on ‘what the research says’; running Research Meets for staff to share research both departmentally and cross-departmentally; and operating an escalating model by beginning with a small, committed Research Team who then lead projects across the school.

I would like to lead a session explaining how I have achieved the goal of beginning to embed research in practice at John Ferneley College, in order to enable other teachers to inspire others to engage with research.

"Beyond ‘Well Done, Great Job!’: Listening to Students’ Perceptions of Effective Written Teacher Feedback".
Melanie Ward

What kind of written teacher feedback do students perceive to be effective for their learning?

This session will encourage participants to reflect on their own perceptions of effective written teacher feedback, before engaging in an interactive activity in which we will listen to the voices of students and compare their perceptions of feedback with our own. This will lead us to examine the key findings from a mixed-methods case study that was recently carried out with Middle Years Programme students at a medium-sized, co-educational, International Baccalaureate World School in Europe. Session participants will be encouraged to consider whether the research findings may be relatable to their own practice.

Addressing political bias in education
Calvin Robinson

Do we have a lack of ideological diversity in the British education system? Is this creating an echo chamber and if so, how do we avoid ‘group think’ mentality among educationalists? There’s the assumption that all teachers share a left-wing political perspective, but is this true and does that have an impact on teaching & learning? Are we encouraging a generation of young people to be more caring and compassionate with an anti-capitalist twist, or are we accidentally shaping a generation of snowflakes that don’t know how to tolerate, debate and challenge different viewpoints?

Say it or Sign it? Is Verbal Feedback really better than Marking?
Sarah Donarski

Research has found that marking is one of the most time-consuming responsibilities of being a teacher. Many schools have tried to make allowances for this by establishing shorthand or universal marking policies or, in the case of a school recently, eliminating written feedback entirely. But does verbal feedback give the same results? Can it be tracked as effectively? This session evaluates the ‘dos and donts’ of written and verbal feedback, encouraging teachers and schools to be considerate of whether written or verbal feedback is better for formative or summative assessments. It provides an exploration of research where both written and verbal feedback methods have been successful, and looks at closely at why. Say it or Sign it? is suitable for all teachers who wish to develop a better understanding on how to use either written or verbal feedback to strengthen their students’ motivation, direction and results.

The session also provides the opportunity for teachers and schools to consider their own policies, and how their time spent providing feedback can be used more efficiently.

Wellbeing: Exploring the evidence and its implications
Caroline Creaby

Are you concerned about wellbeing in schools? In this session, Caroline draws on evidence from psychology and behavioural science to explore what we mean by wellbeing and what we can do to improve it. She will also examine the efforts being made at a national level to measure and improve the nation’s wellbeing. Caroline will draw together some implications from the evidence about what we can do in schools to promote an evidence-informed message about wellbeing.
Building a Research-informed Curriculum and Assessment Model: A Case Study

Helen Ralston

Are you trying to mobilise change in curriculum and/or assessment practices at your school? Where do you start? How do you boil it all down? How do you communicate it with your team of varying degrees of expertise?

This session will provide an overview of how I have led the redesign of our curriculum and assessment model from the research-base up and, importantly, how I have synthesized and presented these ideas to bring staff along with me on the “research-informed” journey. Having sown together a substantial evidence base - that includes Willam, Willingham, Yana Weinstein, Paul Kirschner, Christodoulou, Dunlovsky as well as innumerable posts and policies from “intermediaries” (to use Daniel Muijs’ words) - into a coherent, credible and manageable mandate for curriculum and assessment redesign in an all-through school, this session will share our school’s case study.

After this session, attendees will be in possession of signposts to the relevant readings, successful strategies to communicate complex ideas and achieve buy-in, templates to stimulate and support the right kind of thinking on these areas in their school.

Collaborating not competing - can a different approach to ITT improve outcomes?

Kelly Leonard and Jan Rowe

Are the UK’s current approaches to ITT fit for purpose or are there more effective methods to delivering initial teacher training which draw on the best practice from both universities and schools? After two years of joint planning and collaborative delivery, Turton School and LJMU are reflecting on the effectiveness of their unique programme in relation to the recommendations from the Carter Review of ITT, outcomes for trainee teachers and outcomes for schools. This session is about a journey of working together to maximise the impact of each stakeholder’s strengths and how a cross-phase (primary/secondary and FE) approach influences on a joined up EYFS to Post 16 curriculum. Using research throughout the programme to conclude on the effectiveness (or not) of a different approach. With the government, schools and HEIs divided on their opinion on the effectiveness of the different routes into teaching, the evidence should provoke some food for thought and a lively debate.

Genomic associations with educational attainment: Why should we even care?

Amir Sariaslan

Decades of behaviour genetic research have consistently demonstrated that educational attainment is a considerably heritable trait. In nationally representative twin studies conducted in the UK, for instance, it has been shown that over half of the individual differences in GCSE scores are attributable to genetic factors. In the recent years, researchers have increasingly turned to genomic approaches to understand educational attainment and as a result, we currently have an extensive list of genetic variants that are associated with the trait. In my talk, I will give a brief overview of these developments and discuss how this line of research could potentially be used in the future to help more children improve their educational attainment.

BREAK – 2:45-3:00
Don’ts and Do’s in Teaching and Learning: An Evidence-Informed Approach to Teaching and Learning

Paul Kirschner

Much of what teachers and learners do are based on habit - including what they themselves experienced as students - non-information and even misinformation and unfortunately not on what good research tells us that works; that is, evidence-informed pedagogy. Paul Kirschner first presents some things that don’t work along with ill-informed hypes and trends in learning, often propagated by what he calls eduquacks. He then continues with an overview of strategies and techniques that do work and which are based on / informed by quality scientific research.

Assessment 101 – Ten things everyone should know about assessing children

Richard Selfridge

Most education research relies to a large extent on accurate assessment of children at different points in time. But what do we know about assessing what students know? How do we know if tests are meaningful, and how can we be sure that what test-based research appears to tell us is likely to be true? For those new to the issues in psychometrics, this session provides a much needed introduction to the world of education data.

Memory research for the classroom

Nick Rose

Nick Rose explores some of the findings from cognitive science research, exploring aspects like attention, working memory, long-term memory and forgetting. As well as examining what psychologists have learnt about memory and learning, the session will also look at the important implications for classroom teaching.

Powerful knowledge, powerful pedagogy: Implementing a primary knowledge-rich curriculum – Danielle Dennis and James Kilsby

In 2015, Cottenham Primary School (CPS) received an RI rating from OFSTED. While the pressure to improve loomed, the Headteacher was determined to focus the school’s framework and move toward a knowledge-rich curriculum (KRC). Because much of what is written about KRCs is at the secondary level, defining and designing a primary KRC was paramount to the Headteacher’s role in developing a culture focused on what was taught, and then determining the corresponding how. The new KRC was a noted strength in the 2017 OFSTED Good rating.

It was important to study the implementation of this primary KRC for two purposes. The first was to learn what the what is, as well as the staff PD needs in order to strengthen and continue making progress with the KRC. The second was to share findings with a wider audience to aid other schools looking to implement a KRC.

We will discuss the evolution of the KRC at CPS, including questions from iterations of data analysis and how they were addressed. We will also share what we learned about school-university research partnerships and their potential for creating a culture of research to practice within a school.

The best way to teach in the world? The evidence for Direct Instruction.

Kristopher Boulton

10 years ago, John Hattie released a super-synthesis of over 800 meta-analyses from research in education. On direct instruction, he said this:

“Every year I present lectures to teacher education students and find that they are already indoctrinated with the mantra ‘constructivism good, direct instruction bad.’ When I show them the results of these meta-analyses, they are stunned, and they often become angry at having been given an agreed set of truths and commandments against direct instruction.”

So, what is direct instruction, why is it vilified, and why are Hattie’s students so angry when they learn what the evidence has to say? As well as answering these questions, this session will show you where to go to learn more, and how to apply this powerful, research driven, approach to teaching in your own classroom.

Teach Like Nobody’s Watching - The simple, the complex and the complications

Mark Enser

At its heart teaching is simple. Recap, input, application and feedback. However, doing these things well is complex; but these complexities are what make teaching so fascinating. Unfortunately we have had endless complications thrown at us, usually by those outside the classroom, and these have made teaching not only less effective but also less efficient. From differentiated learning objectives, to Brain Gym and transferable soft skills, we are often given so many hoops to jump through that there is little time for actual teaching.

In this talk I will explain how I have used educational research in the classroom to keep teaching simple and avoid the complications, cutting my workload dramatically and leading to better pupil outcomes. I will discuss how and why I base lessons on recap, input, application and feedback and the research that underpins each phase.
Instructional Coaching: Probably the best-evidenced form of CPD currently known to mankind

Sam Sims, Steve Farndon, Emily Henderson

In 2007, a review of the academic literature found that the number of evidence-based CPD interventions in existence could be counted on two hands. Fortunately, since then, there has been an explosion of rigorous research on the best ways of delivering CPD for teachers and it overwhelmingly points in one direction: instructional coaching. What is instructional coaching and how can schools do more of it?

You will hear from three speakers in this session. Sam Sims will begin by describing how instructional coaching differs from other methods of CPD and summarising the evidence behind it. Then Steve Farndon (Institute for Teaching) will draw on his experience as an instructional coach to describe how it is done in practice. Finally, Emily Henderson (Deputy Head, Brookburn Primary School) will draw on her experience establishing instructional coaching in multiple schools to provide advice on how leaders can go about embedding this approach in their own schools.

Instructional coaching is probably the best-evidenced form of CPD currently known to mankind. Come and find out more about it.

Oh, behave: what makes people do the right thing?

Bodil Isaksen

On being told about the Behavioural Insights Team, or ‘nudge unit’, Theresa May is said to have replied, “get back to me when there’s a ‘shove unit’.”

Don’t hold your breath for one of those emerging from the cabinet office. But the implication is an interesting one. Do ‘shoves’ work better than ‘nudges’? When is more control better? Do carrots and sticks work? Are bigger carrots and bigger sticks better? Does simply having rules, even without consequences for breaking them, make a difference? What about playing on people’s emotions? How does rule breaking relate to one’s identity? Is there anything more powerful than the force of social shame?

In short, what works to get people to behave how we want them to?

This session will look at psychology, natural experiments, history, lab-based social experiments and insights from policymakers. It will leave you with practical applications for changing the behaviour of children, young people, staff and parents.

Making students “word conscious”: does teaching morphology improve reading age for disadvantaged students?

Christopher Fountain

Our students will struggle to succeed academically, socially or financially if they do not become proficient readers. Hirsch estimates that students need to know around 80,000 words to be fully functioning readers at 16. How can we teach students these words if they aren’t getting them from their home environment or reading habits? Is there enough curriculum time to achieve this? And is it a worthwhile use of school time?

In this session I will reflect on 30 years of research literature and the findings of a small scale intervention I conducted with 20 disadvantaged Year 11 students in an all girls school in North London. After pre-testing students’ reading ages and attitudes to reading, I spent 10 weeks teaching prefixes, suffixes, Latin roots and word formation patterns in an attempt to boost their reading ages in preparation for the demands of the new English Language GCSE exams. I then re-tested students’ reading ages, conducted interviews with them, and questioned them on their attitudes to reading. Using these findings, I will argue that teaching morphology is a valuable and efficient way to create rich and deep vocabulary knowledge, develop reading skills, and improve the academic and financial prospects of our most disadvantaged students.

How to argue about education

Andrew Old

This session looks at whether education will always be just a matter of opinion, or whether we can make good arguments about how and what we should teach.

How do we learn new concepts? Examples, differences, and interleaving.

Jonathan Firth

How does a learner come to learn and understand a new concept? What exactly is a schema, and what does the latest cognitive science tell us about how information is represented in long-term memory? And on a more practical level, how can teachers best use examples and activities to efficiently teach new concepts in their classes? In this session you will hear a number of evidence-based ways to tackle these questions. We will look at how best to highlight the key aspects of a new concept, and consider the role that timing and learner expertise can play when using concrete examples in class. You will also hear about how learners make meaningful assumptions, learn the gist of texts and form their own mental models in a fundamentally different way from how they memorise details.
How tough love and evidence informed practice transformed a white working class school

Ruth Robinson

Can a white working class school with high levels of deprivation achieve a high Progress 8 score or be graded 'Good' by Ofsted?

For Swindon Academy, the answer to both of these questions is 'Yes'.

The school has a chequered history. It opened as an academy in 2007, replacing the notorious Headlands School. The academy found itself at the bottom of the league tables in 2008 when 9% achieved A*-C with English and Maths.

Ruth joined the school in January 2012. Things really changed when members of the senior leadership team were given iPhones in January 2014. They joined twitter and started to read educational blogs and books. They realised that many of the approaches they had adopted to improve standards were actually contributing to low attainment. So out went TEEP, Philosophy for Children, Building Learning Power and graded observations. In came Disruption Free Learning, Teach Like A Champion, Incremental Coaching, and a Knowledge Rich Mastery Curriculum.

The results speak for themselves. The school was graded ‘good’ by Ofsted in May 2017. In 2017, Level 4+ in English and Maths was 66% and the P8 figure of 0.76 put the school in the top 4% nationally.

In this session, Ruth will share how leaders researched what works, visited schools that were bucking the trend, then took and shaped the approaches that worked in London schools and applied them to Swindon Academy.

Reversing the therapeutic turn in education

Dennis Hayes

Eight years after the publication of ‘The Dangerous Rise of Therapeutic Education’ the Guardian claimed that ‘the defining insult of 2016’ was ‘poor little snowflake’. The so-called ‘snowflake generation’ had matriculated and seemingly couldn’t cope with the challenging ideas that they found ‘offensive’ at university. They were shaken by statues of colonialists, needed ‘trigger warnings’ on their courses and retreated into ‘safe spaces’ when their beliefs were threatened. They even felt that just being at university could damage their mental health. As Kathryn Ecclestone and I documented in our book, the therapeutic turn in education was in danger of creating a generation of ‘can’t cope kids’. The emergence of the ‘snowflake student’ appeared to prove that we were right.

But who is to blame? Students hadn’t suddenly become different, vulnerable beings. It was their teachers, lecturers, school and university managers, as well as quangos like Ofsted, who saw them as inherently vulnerable and prioritised safety above all else.

Is the therapeutic turn unstoppable or can we regain a vision of children and young people as intellectually resilient and willing to pursue knowledge even if it shakes their beliefs to the core?

Coherent curriculum programmes — how and why they can improve teaching and reduce workload

John Blake

England’s education policy world loves to debate what should be in the National Curriculum, but it has been much less successful in ensuring fidelity of implementation to whatever plans are agreed. In this session, John Blake will discuss his work as a teacher, think tank head of education and now multi-academy trust curriculum designer in seeking to solve that problem with detailed “oven ready” resources, rooted in disciplinary thinking and backed by training. He’ll discuss both how that should work and some of the common objections to these ideas, and explain why he thinks this can improve teaching and reduce workload.

Mathematics in Science Education

Ben Breen

Against the backdrop of increased mathematical content in the 9-1 GCSE, and associated concerns from pupils across all three sciences, it has never been more important to integrate mathematics into every science lesson. Drawing on experience teaching both Physics and Mathematics up to key stage 5, and managing curricula across both subjects, this session explores practical ways to ensure your students are best prepared for the mathematical rigour of GCSE and A-level courses in all three sciences. Exploring common student difficulties with algebra, data analysis, unit conversion and complex problem solving, the session aims to apply the effective teaching strategies used in mathematics teaching to a scientific context.
Panel: What should a 21st century curriculum look like?
Chair: Christine Counsell
Panel: Mark Enser, Heather Fearn, Martin Galway, Ngozi Oguledo, Sri Pavar, Clare Sealy

The discussion will cover all school phases.

Evidence based curriculum design: Applying DI, Cognitive Load Theory, A Deliberate Practice model, effective interventions and retrieval practice. – Tom Needham

Standing on the shoulders of giants-how to build a curriculum from scratch that not only matches the increased rigour of the new GCSEs, but also attempts to tackle the main barriers to student success. These barriers include low reading ability, the vocabulary/background knowledge defect and substandard written expression. Drawing on research and techniques from Cognitive Science, Direct Instruction and practical teaching guides, I will explore how we have synthesised these ideas into a semi-coherent whole. The talk will be broadly similar to the one that I gave at researchED Rugby.

Differentiation: An article of faith
Greg Ashman

Differentiation is an axiomatic concept for many teachers and teacher educators. Yet the term is poorly defined. Moreover, many practices that sit under the umbrella of differentiation either lack research evidence or, where research evidence is available, it points the other way. Why has the concept of differentiation assumed the role that it has and what does this tell us about the teaching profession and how to move it forward?

Influential Teaching: catalysing motivation and independence in the classroom
Peps Mccrea

What pupils attend to dictates what they learn. But how do they decide what to attend to? To what extent is this decision conscious? Why do some pupils care more about some subjects that others? What influence do peers have on pupil interests and behaviours? Or pop idols? Or the structure of the school environment? As teachers, can we influence pupil motivation? If so, how? And should we? For over a year, Peps has been digging into the best available evidence - from evolutionary psychology, behavioural science, and software design - in an attempt to shine some light on these slippery questions. He is currently endeavouring to weave these insights into a coherent, actionable framework that teachers can use to catalyse motivation and independence in the classroom. Come along, find out where he's up to, and go away with greater influencing skills for the classroom.

Why are teachers so scared of Ofsted?
Ben Newmark

As recipients of public funds, we all know we have to be inspected, but most of us agree that the process needn't feel quite as brutal as it does. So why are we so many of us so afraid?
Ofsted says it isn't their fault. Senior Leadership teams say it isn't theirs either. Governors won't take the blame and nor will LEAs or Academy Trust.
Drawing on evidence from teachers, leaders and Ofsted itself, my talk tries to push through the finger pointing and noise to get to the bottom of why so many of us are very frightened of The Call, why we’re wrong to be and what we can do about it.

What highly effective teachers know, do and value: a tour of the key research in 40 minutes
Cat Scutt

We know that the quality of teaching a child receives is the most important in-school factor that influences their attainment and wider outcomes, and that it has a particularly large impact for disadvantaged pupils. But what constitutes high-quality teaching? How can we measure teacher effectiveness? What do highly effective teachers know, do and value? And, most importantly, how can we help teachers to develop the knowledge, practices and behaviours that make them highly effective?
This session explores key pieces of research from around the globe and their implications for practice for individual teachers, schools, and the wider education system, including approaches to selecting, training, and certifying teachers; the use of a range of different measures to identify teacher effectiveness; the knowledge, practices and behaviours that are associated with highly effective teaching; and the models of professional development that can help promote and develop these.

Using assessment and feedback to develop students’ collaborative problem solving skills
Ruth Johnson

Collaborative skills have global prominence, as evidenced by the inclusion of collaborative tasks in the most recent PISA. The Education Endowment Foundation equates the impact of collaborative learning approaches on attainment to an additional five months of schooling. However evidence from the UK and abroad suggests that structured collaborative problem-solving activities in schools are rare.
This session will report on a study conducted jointly by Ruth Johnson of the AQA research department and Ayesha Ahmed of the University of Cambridge Faculty of Education that investigated how students’ individual contributions can lead to more effective collaborative problem solving in groups.

The study focused on 15-year-old students participating in robotics tasks. We filmed the students participating in group work, collected teachers’ observational notes, and asked teachers to make comparative judgements of students’ performances with regards to the discussion, problem solving and social elements of the interactions. Analysis of this data enabled us to identify features that are important for good participation in collaborative problem solving.

The findings of this project have been used to develop resources to support the teaching of collaborative skills and help teachers to provide useful feedback for learners, which will be shared in this session.

**Teachers and School Librarians working together to raise academic attainment**

*Elizabeth Hutchinson*

Collaboration with the school librarian not only saves you time but also increases independent learning and students attainment. Digital and information literacy is an essential part of any school curriculum and school librarians have been looking for ways to support teachers in more innovative ways than ever before.

School librarians are perfectly placed to help teachers who are ready to embrace innovative technology in the classroom but do not have time to learn for themselves. I have spent the last few years focusing on digital tools such as Flipgrid, Padlet and Google Hangouts and will explain how we have been using these to connect our students across the world whilst using them to teach digital citizenship and research skills.

These tools provide the opportunity to open the doors of the classroom creating real-life learning opportunities. School Librarians are training, supporting and making connections across the world engaging, co-teaching and supporting research skills and creating independent learners within the classroom. For example, we have used Flipgrid to help students evaluate online resources and Hangouts enabled us to teach creating a good question. It is not about the tools it is about the opportunities that they are providing.

This workshop will give the opportunity to learn how to use these resources and understand how they link with information literacy/research skills and independent learning within the classroom.

**How do you write research that makes politicians stop and listen?**

*Tom Richmond*

Are you interested in publishing research about education issues that will change what politicians do and say? This session will cover a range of different ways in which you can increase the likelihood that the people you are trying to influence will hear about your research and perhaps even change their minds as a result. The session will also help you understand how Westminster politics operates as well as discuss ways to make education research fit around the reality of how government ministers and other politicians make decisions (both good and bad ones!).

**Engelmann’s Connecting Math Concept Textbook series: Closing the gaps for the weakest pupils**

*Naveen Rizvi*

How can you close the gaps for the weakest pupils? How can you sequence the teaching of high leverages topics such as: using four operations with fractions, complex addition and subtraction, ratio and proportion etc? How do you sequence distributed practice to ensure that the weakest pupils are able to retain their learning in their long-term memory?

In this workshop, I will introduce the philosophy and rationale behind the sequencing of Engelmann’s Connecting Math Concept textbook series. I will outline the full range of sophisticated problems types for each single mathematical procedure taught. I will show how different problems sets within the textbook series allow pupils to discriminate between previously taught problem types and procedures.

After this workshop, a teacher will be able to develop a better understanding of how to sequence instruction for the topics of fractions, ratio and proportion and to ensure your weakest pupils are able to make extensive progress within 10 months.

**The teacher–student relationship: what it is and why it’s important for achievement and behaviour**

*Robin Launder*

The research is clear: the quality of the teacher–student relationship underpins the learning experience. It underpins student achievement, teacher satisfaction and classroom behaviour. But what exactly is the optimum relationship style? What are its features? What approach works and what approaches don’t?

Robin’s session will take you through the research, highlighting the main points and condensing it into an easily accessible model – a model that can be taken away and shared at your own school. This is a fast-paced and lively session. It may well make you laugh. It may well make you cry (well, a little anyway). And it will almost certainly get you thinking about your own relationship style and perhaps even the relationship styles of those you work with.
Why can’t education research be more like medicine?
Jim Thornton

Evidence based Science teaching: reflections on EEF guidance report
Phil Naylor
As a member of the panel designing resources for the EEF guidance report on Science, I will be reflecting on its recommendations and their practical application in the classroom for Secondary School Science teachers.
As the report is yet to be published, I am unable to provide any further information but I do have a presentation reflecting on the evidence which I would be happy to share.

Presenting Research Through Good Design and Storytelling
David McQueen
Often great research and data can get lost because the presentation is dire.
This session focuses on how educators can use good design and storytelling principles to make sure their research findings land with impact.

Social Mobility. What the Research Really Says.
Joe Nutt
Schools have been positioned as the main engines of social mobility by politicians of varying shades for some years. The session illustrates how this has encouraged a wide range of external organisations and individuals to foist an ever expanding list of inappropriate roles onto schools. Crucially, it looks at what leading researchers on social mobility really say. It explains how their conclusions contrast directly with politicians, and with other influential organisations seeking to persuade schools and teachers that their purpose is to deliver social mobility. Finally, it makes a clear distinction between social mobility in individual and societal terms and argues that teachers should focus wholly on their role as educators.
The Ingredients for Great Teaching
Pedro De Bruyckere
March 2018 • 978-1-5264-2339-9 • £18.99
Shows you how to understand and use 10 key educational ingredients to become a better and more effective teacher.

Better Behaviour
Jarlath O'Brien
May 2018 • 978-1-5264-2973-5 • £18.99
Focuses on the restorative approaches, emphasising positive things that children should do rather than sanctioning them for doing things they should not.

Databusting for Schools
Richard Selfridge
June 2018 • 978-1-4739-6350-4 • £22.99
This book will help readers understand the use of statistics in education, and show them how to use data effectively in classrooms and schools.

The Truth about Teaching
Greg Ashman
July 2018 • 978-1-5264-2087-9 • £19.99
Find out how to avoid common mistakes and challenge some of the myths about what good teaching really is.

Evidence-based School Leadership and Management
Gary Jones
September 2018 • 978-1-5264-1168-6 • £19.99
Demonstrates the benefits gained from engaging with robust educational research, offering clear guidance on applying meaningful lessons to practice.

Follow @SAGEeducation on Twitter and Pinterest to keep up-to-date with our latest books and resources!
Rhonda Albert  
Teaching Assistant, Rosendale Primary School  
Rhonda graduated from Roehampton University with a BA Hons in Early Years Education in 2017. She has been a Teaching Assistant for over 6 years since joining Rosendale Primary in 2011, working with a variety of year groups, including Reception, year 1, year 3 and will be joining the year 6 team this academic year. She worked in several private day nurseries within Lambeth from 2004 - 2011.

Professor Rebecca Allen  
Professor of Education, UCL Institute of Education  
Rebecca Allen is Director of Education Datalab and an expert in the analysis of large scale administrative and survey datasets, including the National Pupil Database and School Workforce Census. Her research explores the impact of government reforms on school behaviour, with a particular focus on accountability and teacher labour markets.

Katie Ashford  
Deputy Head, Michaela Community School  
Katie is a founding teacher and Deputy Head at Michaela Community School, a newly opened free school in Wembley, London. Since becoming a teacher in 2011, Katie has specialised in SEN teaching and the teaching of reading. She has written for various publications and has spoken at a number of ResearchED conferences over the years.

Greg Ashman  
Teacher, head of research and writer, BALLARAT CLARENDON COLLEGE  
Greg Ashman grew up in the UK. In 1997, after studying Natural Sciences at Cambridge, he began training as a teacher at the Institute of Education in London. He went on to teach in three London comprehensive schools and took on roles including head of science, assistant headteacher and deputy headteacher. In 2010 he moved to Ballarat, Australia, with his young family. Since then, he has worked as Head of Mathematics at Ballarat Clarendon College. During this time he has developed an interest in education research and is currently undertaking a PhD in Instructional Design, as well as taking on the role of Head of Research at Clarendon.

Sarah Barker  
Assistant Headteacher, Orchard School Bristol  
Sarah has been teaching and leading in Bristol schools for the past 14 years. She has just completed ten years as a Head of English and is now in her first post as an Assistant Headteacher. Sarah takes a research-led approach to her subject-knowledge, her classroom practice and her leadership. She has recently completed an M.A. in Educational Leadership and Management at the IoE. She is interested in whole-school literacy, teacher wellbeing and educational research. She lives in Bristol with her husband and daughter.

Tom Bennett  
Founder, researchED  
Tom Bennett is the founder of researchED, a grassroots organisation that raises research literacy in education. Since 2013 researchED has visited three continents and six countries, attracting thousands of followers. In 2015 he became the UK government’s school ‘Behaviour Czar’, advising on behaviour policy. He has written four books about teacher training, and in 2015 he was long listed as one of the world’s top teachers in the GEMS Global Teacher Prize. In the same year he made the Huffington Post’s ‘Top Ten Global Bloggers’ list. His online resources have been viewed over 1,200,000 times.

Miles Berry  
Principal lecturer, University of Roehampton  
Miles is principal lecturer in computing education at the University of Roehampton. Prior to joining Roehampton, he spent 18 years in four schools, much of the time as an ICT coordinator and most recently as a head teacher. He is a board member of Computing At School, the BCS Academy of Computing and the CSTA. He is a fellow of the BCS, RSA and HEA, and a member of the Raspberry Pi Foundation. Over the years he has contributed to a number of computing related projects including the national curriculum computing programmes of study, Switched on Computing, Barefoot Computing, QuickStart Computing, CAS TV, Project Quantum, Hello World and Roehampton’s annual computing education report, TRACER.

Harvey Bischof  
President, Ontario Secondary School Teachers’ Federation  
An English teacher with the Durham District School Board, Harvey was first elected to the Provincial Executive as Executive Officer in 2007. He was elected three times as Vice President and is currently in his first term as President. He received his elementary and secondary education in Pickering, Ontario. After earning an Hons. B.A. from Trent University and an M.A. and B.Ed from Queen’s University, he returned to Durham in 1990 to teach English at Henry Street High School and then at Exeter High School for a total of twelve years of classroom teaching. He has served OSSTF/FEESO as Branch President, Provincial Councillor, Chief Negotiator and as District President for OSSTF/FEESO District 13, Durham.
Resilience in students of all abilities; and embedding challenge science and mathematics pedagogy across departments; developing Sussex. He has particular interests in promoting the integration of specialism training course in Physics accredited by the University of

Improve.

The belief that it’s one of the biggest levers we have for school education.

Benchmarking to improve teaching and learning, particularly in music Birmingham City University where his interest lies in formative Learning with “distinction”, he is now studying for his PhD at

High School – a Visible Learning school – where he is also a trained Advisor for Assessment Research & Development at Wolgarston High School, Staffordshire

Those things in two different jobs, as Curriculum Design Lead at Ark Schools and Director of Policy and Strategy at Now Teach.

@johndavidblake

Nikki Booth

Advisor for Assessment Research and Development, Wolgarston High School, Staffordshire

Having spent several years being Head of MFL and Music, he is now Advisor for Assessment Research & Development at Wolgarston High School – a Visible Learning school – where he is also a trained “impact coach”. Having completed his Masters in Teaching and Learning with “distinction”, he is now studying for his PhD at Birmingham City University where his interest lies in formative assessment, improving teaching and learning, particularly in music education.

@nbooth2506

Kris Boulton

Director of Education, Up Learn

Kris Boulton spent five years working as a maths teacher in inner-city schools, including the game-changingKing SolomonAcademy. He blogsandwrites for the TES, and his interest in teacher education stems from the belief that it’s one of the biggest levers we have for school improvement.

@kris_boulton

Bridget Clay

Head of Programme for Leading Together, Teach First

Bridget Clay is a former teacher who works with schools on their leadership and development. She recently co-authored Unleashing Great Teaching, a book which outlines the culture and processes for great learning for teachers and students. She is Head of Programme for Leading Together at Teach First and was previously Director of School Programmes at the Teacher Development Trust. She has advised a number of organisations, including the Department for Education and the Greater London Authority, and is a frequent speaker, including at ResearchED and The Telegraph Festival of Education. She is a regular media contributor.

@bridget89ec

Robert Coe

Professor of Education, Durham University

Rob Coe is Professor of Education and Director of the Centre for Evaluation and Monitoring (CEM) at Durham University. He is researcher in educational assessment, evaluation and evidence-based practice, and a former secondary maths teacher.

Rob has contributed to the writing of some key publications that connect evidence and educational practice. He is a co-author of the Sutton Trust / Education Endowment Foundation’s Teaching and Learning Toolkit and the EEF’s DIY Evaluation Guide for teachers. He is lead author of the Sutton Trust report What Makes Great Teaching?, co-author of the Teacher Development Trust’s Developing Great Teaching report, and a member of advisory groups for a wide range of educational organisations.

@ProfCoe

Philippa Cordingley

Chief Executive, The Centre for the Use of Research and Evidence in Education

Philippa Cordingley, Chief Executive of CUREE is a renowned expert in evaluation, research use and effective Continuing Professional Development and Learning (CPDL). Philippa leads the CUREE research and evaluation team. Recent projects include the characteristics of Exceptional and Gaining Momentum Schools for Teach First and CPD programme for supporting arts based learning for PHF. She also leads CUREE’s signature research service for evaluating the learning environment for teachers and learners in schools, SKEIN. She is a member of the DfE Expert CPD Group and also a member of the OECD International Expert Group for Thematic Country reviews of Teacher Formation.

@PhilippaCcuree

www.curee.co.uk/

Christine Counsell

Director of Education, Inspiration Trust

Christine Counsell is Director of Education at the Inspiration Trust, a Multi-Academy Trust in Norfolk. Formerly teacher-trainer for 19 years at the University of Cambridge Faculty of Education, she built school-based subject mentor communities that read enough to properly own an ITT course. She is currently a member of Ofsted’s Curriculum Advisory.
Panel and served on the DfE’s workload review group in 2016. Author, editor, blogger and international consultant on curriculum and teaching, Christine has specialised in supporting history teaching in post-conflict zones.

@Counsell_C thedignityofthethingblog.wordpress.com

Caroline Creaby
Deputy Headteacher and Research School Director, Sandringham School
Caroline Creaby is Deputy Headteacher at Sandringham School, St Albans, Hertfordshire.
Caroline is an economics and sociology teacher and over her teaching career has held roles including Advanced Skills Teacher, Head of Department and Assistant Headteacher. As a school leader, Caroline has led on several strategic areas including curriculum, CPD, appraisal, teaching and learning and sixth form. Caroline recently completed her doctorate in education and leads on Sandringham’s research work. Since September 2017, Sandringham has been designated as an EEF/IEE Research School and Caroline is its Director.

@CarolineCreaby

Graham Cunningham
Headteacher, Longdean School
Graham Cunningham has been the Headteacher of Longdean School in Hemel Hempstead for six years - a secondary school and sixth form with academy status, located in the southeast of Hemel Hempstead, Hertfordshire. He has always worked in challenging schools in areas of economic deprivation and low aspiration. I firmly believe that school should place students first as they only get one shot at their education. It is the job of schools to develop academic and social skills in young people so they leave with control and choice over their future.

www.longdean.herts.sch.uk

Jules Daulby
Director of Education, Driver Youth Trust
Now a literacy and SEN expert, Jules originally began life as an English & Drama teacher up to A’level and Deputy Head of Sixth Form. Following a break to work in the Falklands Islands as a news broadcaster for the radio station, Jules returned and began working in Further Education and Parent Partnership for Dorset LA. It was here where she became interested in special education needs and literacy difficulties deciding to train as a dyslexia specialist teacher and assessor. Moving to Dorset LA SENSS service, Jules worked in both primary & secondary schools before becoming the literacy lead for the Dorchester Area School Partnership, a cluster of 17 schools and leader of the speech & language base at Thomas Hardy School upper school.

@JulesDaulby www.driveryouthtrust.com/

Gary Davies
Physics teacher, St Paul’s Girls’ School
Gary teaches physics having previously been an academic physicist. He has an interest in education research and cognitive psychology, and is currently writing physics textbooks that make use of principles from cognitive science.

David Didau
Director, The Learning Spy
David taught in English schools for 15 years before becoming a full time writer, speaker and consultant. His blog, The Learning Spy, is one of the most influential education blogs in the U.K.

@DavidDidau www.learningspy.co.uk

Rich Davies
Director of Insight, Ark Schools
As Ark’s Director of Insight, Rich Davies analyses, interprets and codifies internal and external data so that all key stakeholders - from leaders to teachers to students - can make more informed decisions that improve outcomes. He has overseen the development of Ark’s award-winning data analytics systems while also leading network-wide reviews of assessment, curriculum, destinations and many other key areas. Prior to joining Ark, Rich was a Project Leader at the Boston Consulting Group. He holds an MA Education and MBA from Stanford University as well as an MEng from Oxford University.

@RichRhydsdavies

Dr. Pedro De Bruyckere
Educational scientist & researcher, Ghent & Leiden
Pedro De Bruyckere holds a position as educational scientist at Arteveldehogeschool in Ghent, Belgium, since 2001. He is the co-author of several books on youth and education in Dutch and is an often asked international public speaker on education. One of his strongest points is that he is funny when explaining serious stuff. In 2015 Pedro co-wrote the popular book “Urban Myths about Learning and Education” with Paul Kirschner and Casper Hulshof. He is also an avid blogger on new research in education, do check www.theeconomyofmeaning.com.

@danielledennis danielledennis.wordpress.com

Megan Dixon
Director of Literacy and English, Aspire Educational Trust Director of Research School, Aspirer Research School at Ash Grove Academy Macclesfield. Research School Developer, Education Endowment Foundation
Megan divides her time between her role as an Education and Curriculum Director for a multi-academy trust based in the North West, running a Research School and working for the Education Endowment Foundation. She has been a teacher, consultant, a senior leader and a specialist literacy teacher and trainer with expertise in teaching children who find it hardest to learn. Megan is fascinated by how we can transfer research evidence into effective classroom practice. She is often found reading research and working with researchers to develop practical strategies to transfer their work into teaching and learning. She is always involved in at least one research trial and enjoys writing for the TES.

@MeganDixon

Dan Billington
Emerging Leader.
Emerging Leader.
Emerging Leader.
Emerging Leader.
Sarah Donarski  
Teacher of English, Wellington College; MSc University of Oxford  
Sarah is currently an English Teacher at Wellington College and spoken at Wellington’s Festival of Education and numerous ResearchED conferences. Originally educated in Australia, Sarah initially completed her Diploma of Education post B.A. Arts (English/Philosophy) before moving to the United Kingdom in 2013. Having a perspective of two different education systems, as well as experience in Academy Schools, State Schools and now at Wellington College, she pulls together her knowledge to put forward thoughtful perspectives about educational practices and policies. Sarah is currently studying her MSc at University of Oxford, and is in the process of writing her own book with Routledge.

@s_donarski  
Perspected.wordpress.com

Mark Enser  
Head of Geography and Research Lead, Heathfield Community College  
I have been teaching geography for 14 years in a range of schools. I am currently a head of department and research lead and have a particular focus on curriculum and assessment design. I regularly write for TES and occasionally for other publications. My first book, Making Every Geography Lesson Count is published by Crown House at the end of the year. If not teaching or writing about teaching I will probably be running up a hill somewhere.

@EnserMark  
Teachreal.wordpress.com

Jo Facer  
Vice Principal, The Ebbsfleet Academy  
I’ve worked in a number of schools as an English teacher, Head of Department, and Deputy Head. I write regularly at readingallthebooks.com, although I read even more regularly.

@jo_facer  
Readingallthebooks.com

Heather Fearn  
Ofsted Inspector Curriculum and Development Lead  
Heather Fearn is Inspector Curriculum and Development Lead at Ofsted. In this role she is contributing to the development of Ofsted’s new inspection framework for 2019. She also develops inspector training materials, primarily to prepare Ofsted’s workforce for inspecting using the new framework. Heather’s expertise lies particularly in curriculum and assessment and she won an award from Cambridge University for her own Masters research on curricular progression in history.

Before working for Ofsted Heather was an Executive Vice Principal for the Inspiration Trust contributing to their innovative work creating ‘knowledge-rich’ teaching resources and curricula. Heather is also a well-known education blogger.

@HeatherBellaF  

Jonathan Firth  
Psychology teacher and teacher educator, University of Strathclyde  
Jonathan Firth is a psychology teacher, teacher educator, author and researcher. Having taught psychology at secondary school level for many years, he now works in teacher education at the University of Strathclyde, as well as teaching part-time for e-Sgoil, the online school of the Outer Hebrides. Jonathan has authored/co-authored four psychology textbooks for schools, and his new book ‘Psychology in the Classroom’ (co-authored with Marc Smith and published by Routledge) explains how to apply psychological concepts to teaching. His research focuses on the role of interleaving in learning new concepts.

@JW_Firth  
www.jonathanfirth.co.uk

Amanda Fleck  
Associate assistant headteacher, Brentford school for Girls  
Amanda is an associate assistant headteacher at a girls school in West London. She has been teaching science for 20 years and has just returned to working full time in school after 3-years working as a part time teacher and educational consultant. Her consultancy roles have included supporting science leaders and their teams across the country, writing science specific resources and delivering science teaching related CPD. Amanda is particularly interested in breaking down the barriers that hinder students’ progress in secondary science.

@AJTF71  

Harry Fletcher-Wood  
Associate Dean, Institute for Teaching  
Harry leads the Fellowship in Teacher Education programme at the Institute for Teaching. He has worked in schools in Japan, India and London, teaching history and leading professional development. He blogs regularly at improvingteaching.co.uk and tweets sporadically at @hfletcherwood; his book, Responsive Teaching: Cognitive Science and Formative Assessment in Practice, is out now.

@hfletcherwood  
Improvingteaching.co.uk

Jane Flood  
Head of Learning, Netley March CE Infant School  
Having been an Infant teacher for more than 20 years Jane has worked in a variety of schools in various roles; from supply teacher to Deputy Head, in one form entry Infants to large inner city Primaries. Achieving a MA(Ed) in 1998, completing a Best Practice Research Scholarship 2001-2002 and a Recognition in Excellence in IBSE Certificate in 2014, throughout her career Jane has engaged in school based research, designed to raise pupil outcomes and involving the dissemination of this learning to colleagues. Jane has started work on a part time PHD at the University of Portsmouth exploring the competing priorities of teacher researchers in schools.

@JaneFlood14  
www.oakscelearningfederation.co.uk

Rebecca Foster  
Head of English and Whole School Literacy, St Edmunds’ Girls’ School  
Rebecca Foster in Head of English and Whole School Literacy. She has written for Tes and blogs at www.thelearningprofession.com. She has presented at ResearchED and Ed Fest and was co-organiser of the Team English National Conference 2018. Rebecca is also co-writing ‘Leading from the Middle: A Guide to Effective Middle Leadership’ with Claire Hill.

@TLPMsF  
www.thelearningprofession.com

researchED.org.uk
Christopher Fountain  
*English KS4 Curriculum Lead, Elizabeth Garrett Anderson School, London*

Christopher is the KS4 English Curriculum Lead at Elizabeth Garrett Anderson School in Islington, North London. He is also a University of Oxford Learning and Teaching MSc student. He is currently putting the finishing touches to his 20,000 word MSc dissertation on the impact of morphology on reading ability. He has previously written and presented on the merits of verbal feedback over traditional written marking.

Becky Francis  
*Director of the UCL Institute of Education (IOE), UCL Institute of Education*

Professor Becky Francis is Director of the UCL Institute of Education (IOE). Before this, she was Professor of Education and Social Justice at King’s College London. She has followed a research career focusing on education and social justice, incorporating education policy work, for example in her previous roles as Director of Education at the RSA, Standing Advisor to the Parliamentary Education Select Committee, and presently as advisor to governments. Becky is best known for her work on gender and achievement. Her academic expertise is on social identities and educational inequalities. Her policy research and analysis has focused particularly on school quality, and academies policy, in relation to social equality and im/mobility. 

Terry Freedman  
*Independent consultant and freelance writer, Self-employed*

Terry Freedman has worked in education since 1975. He has taught in schools, been Head of Department, worked at the UK’s Qualifications & Curriculum Authority, held a senior position in a London local education authority, and was an Ofsted inspector for ICT and Business Education. He is now an independent educational ICT and Computing consultant and freelance writer, and publishes the ICT & Computing in Education website (www.ictineducation.org) and the Digital Education newsletter (www.ictineducation.org/digid), which is now in its 18th year. He has had published and has self-published several books on education.

Sinéad Gaffney  
*Deputy Headteacher/Classroom Teacher / SLE, Lydgate Infant School, Sheffield*

Sinéad is Deputy Headteacher at Lydgate Infant School in Sheffield. She has been a primary teacher for just under twenty years and believes teaching children to read is the most important part of the best job in the world. Sinead is an SLE with Learning Unlimited TSA and a moderator with Learn Sheffield. She has an MPhil from the University of Sheffield and her research focused on teachers’ beliefs about literacy-teaching. She is a strong advocate for teaching becoming a more research-literate and research-involved profession. She can be contacted via her twitter handle.

Martin Galway  
*Teaching and Learning Adviser (Primary English), Herts for Learning*

Martin is an English Teaching and Learning Adviser at Herts for Learning. He chiefly works in Herts, delivering central training and in-school support across the primary (and KS3) curriculum. He is increasingly working further afield usually in relation to reading comprehension, oracy, and the teaching of writing. Martin has taught across the primary phase, led English in a very successful school, and in a much earlier guise lectured in film. He writes regularly, on literature on his own blog and writes for, and manages, the highly acclaimed Herts Primary English blog and its associated Twitter account, @GalwayMr and @HertsEnglish. 

Deep Ghataura  
*Physics and maths teacher, Heston Community School*

Deep Ghataura is in his sixth year of teaching after finishing his PGCE. Currently Deep is a physics and maths teacher at Heston Community School. Previously, Deep was a curriculum designer at The Crest Academy having also taught computer science at Cottenham Village College for two years. For the 2016-2017 year Deep went to do a Postgraduate Certificate in Educational Assessment and Examinations with the Cambridge Assessment Network. Deep is also a co-founder of the #cogsci (Cognitive Science in Science Education) group. Deep has written articles for the Chartered College of Teaching’s journal and Cambridge Assessment’s Achieve magazine.

Nick Gibb  
*Minister of State for School Standards*

Nick Gibb was appointed Minister of State at the Department for Education on 15 July 2014. He was elected Conservative MP for Bognor Regis and Littlehampton in 1997. Nick went to school in Maidstone, Leeds and Wakefield before going on to study law at Durham University. He was formerly a chartered accountant specialising in corporate taxation with KPMG.

Beth Greville-Giddings  
*Research Lead & Teaching Assistant, Westbury Academy, Nottingham (UK)*

Beth is a teaching assistant and research lead at an SEMH special school and is currently working on ‘What Matters’, a project bringing together The University of Nottingham and local schools. She has delivered on journal clubs for Transform Teaching School Alliance and researchEd, and has established a website to support the development of Education Journal Clubs internationally.

Grainne Hallahan  
*English Teacher*

Grainne Hallahan is an English teacher based in Essex. She has been a classroom teacher for over ten years, and has spoken at regional ResearchEd events and the recent Team English National Conference. Grainne has written study guides on The Great Gatsby and Blood Brothers for the Mr Bruff series, and also produces resources for Edusites. She blogs for Tes for their subject specific Saturday series.
Charlie Harber
Deputy Lead Primary Teaching and Learning Adviser (mathematics), Herts for Learning Ltd
Charlie Harber is a Teaching and Learning Adviser for Herts for Learning specialising in mathematics, predominantly within the primary phase but increasingly engaging with KS3. She is inspired by active research within schools, her previous areas of research include: the development of early fluency in KS1, embedment of bar modelling throughout primary (ensuring progression and purpose), and variation theory. She is about to embark on a new research project with colleagues at HLF exploring why multiplicative reasoning is so challenging for pupils and how we can improve children’s understanding, fluency and flexibility.
Previously, Charlie has taught across all year groups of primary and still enjoys teaching pupils regularly.
@Hertsmaths  www.hertsforlearning.co.uk/

Eva Hartell (PhD)
PhD, Haninge municipality & KTH Royal Institute of Technology
Dr Eva Hartell is an experienced STEM teacher and holds a PhD in the area of classroom assessment. Her doctoral thesis concluded that affordance for teachers’ assessment practices must be increased. She has been very fortunate to work together with teachers, schools, and municipalities conducting practice-based research during her doctoral studies and afterwards as well. She is currently working with research and development, in the municipality of Haninge and at KTH Royal Institute of Technology, in Sweden. Her interest is to develop instruction in order to bridge teaching and learning in K–12 classrooms.
@evahartell  evahartell.blogspot.se

Jonathan Haslam
Director, Institute for Effective Education
Jonathan Haslam is the Director at the Institute for Effective Education. For the last ten years, he has been working to get research evidence out to practitioners and policy makers in an easy-to-understand format. He is the editor of Best Evidence in Brief, the IEE’s e-newsletter published each fortnight, which goes to nearly 15,000 subscribers around the world. He is the IEE’s lead on the Research Schools Network project, supporting 22 schools aiming to lead the way in evidence-based practice.

Michelle Haywood
Senior Lecturer, University of Wolverhampton
Senior Lecturer #ITE @Wlv_education Co-Founder @ResearchSEND Chair @WMSENDForum Member of @ite_send
@michhayw  michhayw.wordpress.com

Grace Healy
Subject Specialist in Geography, Inspiration Trust
Grace Healy is Subject Specialist in Geography at the Inspiration Trust. She is an active member of the geography education community and holds positions on the Post 16 and HE phase committee and the Assessment and Examinations Specialist Interest Group of the national Geographical Association. She is also pursuing a Professional Doctorate in Education at the University of Cambridge.
@GraceHealy

Steve Higgins
Professor of Education, Durham University
Steve Higgins is Professor of Education at Durham University. As former primary school teacher, he has a particular interest in the use of evidence to inform policy and to support decision-making in professional practice in education. He is the lead author of the Sutton Trust – Education Endowment Foundation Teaching and Learning Toolkit.

Claire Hill
Head of English, Media and Film. Professional Development and Research Lead, Dover Grammar School for Girls
Claire Hill is Head of English, Media and Film, alongside her whole school role as Professional Development and Research Lead. She is a Senior Examiner for Edexcel and works in a consultancy capacity with local schools. Claire has given talks at ResearchED, Ed Fest, Westminster Briefing, the Team English National Conference, and is the co-organiser of ResearchEd Kent. Claire has also written articles for a number of education publications and is co-writing ‘Leading from the Middle: A Guide to Effective Middle Leadership’ with Rebecca Foster.
@Claire_Hill_  aclassroomofonesownsite.wordpress.com

Jeremy Hodgen
Professor of Mathematics Education, UCL Institute of Education (IOE)
Jeremy has published widely on mathematics education, teacher education, assessment, international comparisons and standards over time. His current research projects include studies of how best to group students, low attainment in mathematics at Key Stage 3, effective ways of teaching mathematics and the evaluation of several RCTs. He is currently a member of the Royal Society’s Advisory Committee on Mathematics Education (ACME). He has taught in both primary and secondary schools.
@jeremyhodgen

Elizabeth Hutchinson
Head of Schools’ Library Service, Guernsey Schools’ Library Service
I have worked in Libraries all my working life. I gained my degree in librarianship after having my four children. I chartered in 2006 and achieved my masters in 2016 and am hoping to gain my Fellowship this year. My main interest is information literacy and its importance in the curriculum. I strongly believe that schools need to embed it at policy level in order for it to be effective. Collaboration with teachers is where my research has taken me and advocacy of school librarians is a keen area of interest. I came runner up for the LLAC Information Literacy Award in 2016. I have presented at conferences internationally, write a blog and a regular column for CILIP Information Professional.
@elizabutch
https://ehutchinson44.wixsite.com/schoollibraries/blog

Steve Higgins
Professor of Education, Durham University
Steve Higgins is Professor of Education at Durham University. As former primary school teacher, he has a particular interest in the use of evidence to inform policy and to support decision-making in professional practice in education. He is the lead author of the Sutton Trust – Education Endowment Foundation Teaching and Learning Toolkit.
@profstig

Claire Hill
Head of English, Media and Film. Professional Development and Research Lead, Dover Grammar School for Girls
Claire Hill is Head of English, Media and Film, alongside her whole school role as Professional Development and Research Lead. She is a Senior Examiner for Edexcel and works in a consultancy capacity with local schools. Claire has given talks at ResearchED, Ed Fest, Westminster Briefing, the Team English National Conference, and is the co-organiser of ResearchEd Kent. Claire has also written articles for a number of education publications and is co-writing ‘Leading from the Middle: A Guide to Effective Middle Leadership’ with Rebecca Foster.
@Claire_Hill_  aclassroomofonesownsite.wordpress.com

Jeremy Hodgen
Professor of Mathematics Education, UCL Institute of Education (IOE)
Jeremy has published widely on mathematics education, teacher education, assessment, international comparisons and standards over time. His current research projects include studies of how best to group students, low attainment in mathematics at Key Stage 3, effective ways of teaching mathematics and the evaluation of several RCTs. He is currently a member of the Royal Society’s Advisory Committee on Mathematics Education (ACME). He has taught in both primary and secondary schools.
@jeremyhodgen

Elizabeth Hutchinson
Head of Schools’ Library Service, Guernsey Schools’ Library Service
I have worked in Libraries all my working life. I gained my degree in librarianship after having my four children. I chartered in 2006 and achieved my masters in 2016 and am hoping to gain my Fellowship this year. My main interest is information literacy and its importance in the curriculum. I strongly believe that schools need to embed it at policy level in order for it to be effective. Collaboration with teachers is where my research has taken me and advocacy of school librarians is a keen area of interest. I came runner up for the LLAC Information Literacy Award in 2016. I have presented at conferences internationally, write a blog and a regular column for CILIP Information Professional.
@elizabutch
https://ehutchinson44.wixsite.com/schoollibraries/blog

Steve Higgins
Professor of Education, Durham University
Steve Higgins is Professor of Education at Durham University. As former primary school teacher, he has a particular interest in the use of evidence to inform policy and to support decision-making in professional practice in education. He is the lead author of the Sutton Trust – Education Endowment Foundation Teaching and Learning Toolkit.
@profstig

Claire Hill
Head of English, Media and Film. Professional Development and Research Lead, Dover Grammar School for Girls
Claire Hill is Head of English, Media and Film, alongside her whole school role as Professional Development and Research Lead. She is a Senior Examiner for Edexcel and works in a consultancy capacity with local schools. Claire has given talks at ResearchED, Ed Fest, Westminster Briefing, the Team English National Conference, and is the co-organiser of ResearchEd Kent. Claire has also written articles for a number of education publications and is co-writing ‘Leading from the Middle: A Guide to Effective Middle Leadership’ with Rebecca Foster.
@Claire_Hill_  aclassroomofonesownsite.wordpress.com

Jeremy Hodgen
Professor of Mathematics Education, UCL Institute of Education (IOE)
Jeremy has published widely on mathematics education, teacher education, assessment, international comparisons and standards over time. His current research projects include studies of how best to group students, low attainment in mathematics at Key Stage 3, effective ways of teaching mathematics and the evaluation of several RCTs. He is currently a member of the Royal Society’s Advisory Committee on Mathematics Education (ACME). He has taught in both primary and secondary schools.
@jeremyhodgen

Elizabeth Hutchinson
Head of Schools’ Library Service, Guernsey Schools’ Library Service
I have worked in Libraries all my working life. I gained my degree in librarianship after having my four children. I chartered in 2006 and achieved my masters in 2016 and am hoping to gain my Fellowship this year. My main interest is information literacy and its importance in the curriculum. I strongly believe that schools need to embed it at policy level in order for it to be effective. Collaboration with teachers is where my research has taken me and advocacy of school librarians is a keen area of interest. I came runner up for the LLAC Information Literacy Award in 2016. I have presented at conferences internationally, write a blog and a regular column for CILIP Information Professional.
@elizabutch
https://ehutchinson44.wixsite.com/schoollibraries/blog
Bodil Isaksen  
*Programme Director, Unlocked Graduates*

Bodil is Programme Director at Unlocked Graduates, where she is redesigning prison officer training to create a practice-based, reflective, and research-informed curriculum that prepares graduates to hit the ground running in a highly challenging environment. Prior to her current role, she was a founding teacher and Head of Department at Michaela Community School, a free school that does not shy away from controversy. Bodil has contributed to a number of books on CPD and the design of a university PGCE. 

Norfolk, as well as attending the Knowledge Network meetings. In addition to working with a number of local MATs, is currently on the rich curriculum, he has made a number of important links, and in Through the school’s work to develop and establish its knowledge-
evidence-basededucationalleadership.blogspot.com

Dr Gary Jones has worked in post-compulsory education for over 25 years. Gary has a doctorate in educational management from the University of Bristol and is interested in evidence-based practice and the implications for school leadership and management. He is a Fellow of the Center for Evidence-Based Management and associate of the Expansive Education Network based at the University of Winchester, where he supports teachers engage in evidence-based practice. Gary is also involved in a research project investigating school research leads use of research evidence. Over the last two years Gary has spoken at a range of conferences including ResearchED Sydney, Cambridge, New York, Glasgow and Goteborg. Gary has also spoken at conferences organised by UKFEchat, the Canons Park Teaching School Cambridge, and currently has 580 pupils on roll. Through the school’s work to develop and establish its knowledge-rich curriculum, he has made a number of important links, and in addition to working with a number of local MATs, is currently on the Standing Committee of the Inspiration Teaching School Alliance in Norfolk, as well as attending the Knowledge Network meetings. 

James Kilsby  
*Headteacher, Cottenham Primary School*

James Kilsby is Headteacher at Cottenham Primary School, which serves a large village close to Cambridge, and currently has 580 pupils on roll. Through the school’s work to develop and establish its knowledge-rich curriculum, he has made a number of important links, and in addition to working with a number of local MATs, is currently on the Standing Committee of the Inspiration Teaching School Alliance in Norfolk, as well as attending the Knowledge Network meetings.

Paul Kirschner  
*Distinguished University Professor and Professor of Educational Psychology, Open University of the Netherlands*

Paul A. Kirschner is Distinguished University Professor at the Open University of the Netherlands and Visiting Professor of Education at the University of Oulu, Finland. He is an internationally recognized expert in the fields of educational psychology and instructional design. He is past President of the International Society for the Learning Sciences and former member of the Dutch Educational Council. He is also a member of the Scientific Technical Council of the Foundation for University Computing Facilities, chief editor of Journal of Computer Assisted Learning and associate editor of Computers in Human Behavior. 

Priya Lakhani  
*CEO / Founder, CENTURY Tech*

Priya, former libel barrister, university law lecturer and founder of FMCG business Masala Masala, launched CENTURY Tech in 2015. CENTURY utilises artificial intelligence, big data technology and cognitive neuroscience to learn how every brain learns, personalise learning for every student and provide real-time data insights to educators. Priya has been a member of the Secretary of State for Business, Innovation and Skills’ Entrepreneurs’ Forum and an advisory board member to several educational/skills organisations. Priya was awarded Business Entrepreneur of the Year in 2009, The Mayor of London Fund’s Special Recognition Award 2016 and Officer of the Order of the British Empire in 2014.

Robin Launder  
*Educational trainer and consultant, UK and abroad*

Robin Launder launched CENTURY Tech in 2015. CENTURY utilises artificial intelligence, big data technology and cognitive neuroscience to learn how every brain learns, personalise learning for every student and provide real-time data insights to educators. Priya has been a member of the Secretary of State for Business, Innovation and Skills’ Entrepreneurs’ Forum and an advisory board member to several educational/skills organisations. Priya was awarded Business Entrepreneur of the Year in 2009, The Mayor of London Fund’s Special Recognition Award 2016 and Officer of the Order of the British Empire in 2014.

Mark Lehain  
*Director, Parents & Teachers for Excellence*

After a brief period working in the City, Mark trained as a teacher in 2002 and then taught at a state school in Bedford. Having been Head of Department and then Assistant Head, in 2010 he led to lead the campaign to open one of the country’s first free schools. BFS opened in 2012, and he was Principal there until last summer. Mark is now Director of Parents & Teachers for Excellence, a group that supports schools to engage parents to enhance educational attainment. Mark is a regular speaker at conferences and is a member of the Rotary Club of Bedford. 

Paul Kirschner  
*Distinguished University Professor and Professor of Educational Psychology, Open University of the Netherlands*

Paul A. Kirschner is Distinguished University Professor at the Open University of the Netherlands and Visiting Professor of Education at the University of Oulu, Finland. He is an internationally recognized expert in the fields of educational psychology and instructional design. He is past President of the International Society for the Learning Sciences and former member of the Dutch Educational Council. He is also a member of the Scientific Technical Council of the Foundation for University Computing Facilities, chief editor of Journal of Computer Assisted Learning and associate editor of Computers in Human Behavior. 

Iro Konstantinou  
*Researcher-in-Residence, Eton College*

Dr Iro Konstantinou is the Researcher-in-Residence at Eton College, based at the Tony Little Centre for the Innovation and Research in Learning. Her role focuses on facilitating evidence-based teaching and learning and engaging in discussions of educational research among schools. She has recently completed her PhD in Sociology, at the University of Warwick. As part of her research she conducted an ethnography in an educational setting.

Ruth Johnson  
*Principal Research Manager, AQA*

After 15 years as an English teacher and latterly as a Head of Sixth Form Ruth left teaching to work at AQA and also to study part-time for a Doctorate in Education (Ed.D). Her doctoral thesis took a critical look at GCSE English and asked how the assessment served to exclude and include students from different social backgrounds. She now works in the Centre for Education Research and Practice (CERP) at AQA and has a research interest in difficult to assess skills. She is currently working on a project looking at different ways to assess practical science skills.

Mark Lehain  
*Director, Parents & Teachers for Excellence*

After a brief period working in the City, Mark trained as a teacher in 2002 and then taught at a state school in Bedford. Having been Head of Department and then Assistant Head, in 2010 he led to lead the campaign to open one of the country’s first free schools. BFS opened in 2012, and he was Principal there until last summer. Mark is now Director of Parents & Teachers for Excellence, a group that supports schools to engage parents to enhance educational attainment. Mark is a regular speaker at conferences and is a member of the Rotary Club of Bedford. 

3starlearningexperiences.wordpress.com/
Mary Whelpley is the Director of Research and English Teacher at John Ferneley College/Mowbray Education Trust. She has a Master in Creativity, Arts, Literacies and Learning and a PhD in research-informed school improvement and impact dissemination. She is also the lead for the Cheshire Vale Teaching School Alliance. Evidence-informed practice has been central to the school’s strategic direction in recent years resulting in a significant shift in pedagogy across the school. The school recently led a DFE-funded trial into teacher workload; the outcome of which has led the school to radically changing its feedback policy.

Dr. Andrew McCallum
Director at The English and Media Centre, London, an independent educational charity with a national and international reputation as a Centre of Excellence. It is a development centre, serving the needs of secondary and FE teachers and students of English and Media Studies in the UK and beyond.

Peps Mccrea
Senior Associate Dean, Institute for Teaching
Peps is an Associate Dean at the Institute for Teaching, working with some incredibly smart folks on the design of a world-class Masters in Expert Teaching programme. He’s also a co-founder at Numeracy Ready, and author of Memorable Teaching and Lean Lesson Planning. Peps lives in Brighton with a couple of lovely little kids and an incredible wife who’s currently trying to convince him to build a hot tub in the garden. He dances like no one is watching, which is probably for the best.

Amy McJennett
Director, English Mastery
Amy McJennett is the Director of English Mastery. She has more than a decade of experience as an English teacher, head of English and senior leader in London schools. She has also taught in Rambukkana, Sri Lanka. Amy is a Specialist Leader in Education. She is the co-founder and co-author of the English Mastery programme and led the pilot study across Ark schools. Amy grew up in Redcar, Teesside and studied English Literature at Middlesex University.

Munira Mirza
Writer and arts manager
Former Deputy Mayor for Culture and Education in London between 2008-2016. Currently heading up HENI Talks (https://henitalks.com) a major new digital platform to promote art education. Writes in a personal capacity about culture, politics and race at the blog, AllinBritain.

Ciara Moran
Executive Headteacher, Learning Academies Trust
Ciara Moran is currently Executive Headteacher at Woodfield Primary and Salisbury Road Primary, part of Learning Academies Trust, Plymouth. Prior to headship, she was a School Improvement Consultant for
Ciara is committed to improving the education and life chances of pupils in Plymouth, and recognises the opportunities and richness that collaboration can bring. @CiaraEMoran

Andrew Morris
Coalition for Evidence-Based Education

Originally a physics teacher, Andrew later became a Director at City & Islington College in London. He moved on to research management at the UK Further Education Development Agency (FEDA) and subsequently became Director of the National Education Research Forum, working on improving the links between research, practice and policy. He continues to work on these as an independent adviser and as chair of the CEBE Steering Group. In 2018/19 he was appointed President of the Education Section of the British Science Association.

DanielMuijs
Head of Research, Ofsted

Daniel Muijs is Head of Research at Ofsted, where he leads the research programme, and visiting professor at the University of Southampton. He is an acknowledged expert in the fields of Educational and Teacher Effectiveness and research methods and has published widely in these areas. He is co-editor of the journal ‘School Effectiveness and School Improvement’, and has held key advisory posts in a range of academic and professional organisations. @ProfDanielMuijs

Phil Naylor
Assistant Director Blackpool Research School/Expert Adviser Teacher Development Trust, St Mary’s Catholic Academy Blackpool

Phil is currently seconded from his latest senior leader role to head up the Teacher Development Trusts Blackpool Hub. He is the Assistant Director of Blackpool Research School, a Science SLE and currently studying for an MSc. Phil is also a Primary School Governor, a UEFA A Licence Football Coach and member of the EEF working party on the development of the upcoming Science Knowledge Hub and a history subject specialist. In the past he has been a history teacher, VSO volunteer, Deputy Headmaster of an International School, a Head of Humanities and a Teacher Trainer. In all his roles he has seen himself as a teacher before anything else. @bennewmark bennewmark.wordpress.com/

Jonathan Noakes
Head of Teaching and Learning, Eton College

Jonnie Noakes is Head of Teaching and Learning at Eton and the Director of The Tony Little Centre for Innovation and Research in Learning, a centre for pedagogical excellence, evidence-informed practice and research into teaching, learning and leadership in education. An English teacher, he led two departments concurrently at Eton and at the London Academy of Excellence and has published fourteen texts on contemporary novels. He is a governor of a number of state and independent schools, an editorial board member of the Chartered College of Teaching’s new journal Impact, and a member of the global research committee of the International Boys’ School Coalition.

Daniel Muijs
Head of Research, Ofsted

Daniel Muijs is Head of Research at Ofsted, where he leads the research programme, and visiting professor at the University of Southampton. He is an acknowledged expert in the fields of Educational and Teacher Effectiveness and research methods and has published widely in these areas. He is co-editor of the journal ‘School Effectiveness and School Improvement’, and has held key advisory posts in a range of academic and professional organisations. @ProfDanielMuijs

Phil Naylor
Assistant Director Blackpool Research School/Expert Adviser Teacher Development Trust, St Mary’s Catholic Academy Blackpool

Phil is currently seconded from his latest senior leader role to head up the Teacher Development Trusts Blackpool Hub. He is the Assistant Director of Blackpool Research School, a Science SLE and currently studying for an MSc. Phil is also a Primary School Governor, a UEFA A Licence Football Coach and member of the EEF working party on the development of the upcoming Science Knowledge Hub and a history subject specialist. In the past he has been a history teacher, VSO volunteer, Deputy Headmaster of an International School, a Head of Humanities and a Teacher Trainer. In all his roles he has seen himself as a teacher before anything else. @bennewmark bennewmark.wordpress.com/

Jonathan Noakes
Head of Teaching and Learning, Eton College

Jonnie Noakes is Head of Teaching and Learning at Eton and the Director of The Tony Little Centre for Innovation and Research in Learning, a centre for pedagogical excellence, evidence-informed practice and research into teaching, learning and leadership in education. An English teacher, he led two departments concurrently at Eton and at the London Academy of Excellence and has published fourteen texts on contemporary novels. He is a governor of a number of state and independent schools, an editorial board member of the Chartered College of Teaching’s new journal Impact, and a member of the global research committee of the International Boys’ School Coalition.

Joe Nutt
International Educational Consultant

Joe Nutt is an international educational consultant and columnist for the TES. He spent almost 20 years teaching, unusually in schools ranging from the highly selective, private sector to challenging, inner city state schools. The second half of his career has been in business and he has worked for Digitalbrain, RM, EDT and Teach First. He has implemented a number of major educational projects including the national intranet for Scotland, Glow, which won the Global Learning Impact Award in 2009. He is a Macmillan author and his latest book, The Point of Poetry, is due for publication in March 2019. @joenutt_author www.educationthinking.co.uk

Dr Ngozi Oguledo
Lead Practitioner for Science, Gable Hall School Stanford-le-Hope

A science teacher with over 10 years of teaching experience. Having taught science and maths in London, she is now working as a Lead practitioner for science in Essex. Her academic interest is in assessment; an area she explored during her doctoral studies. @NgeeOG

Andrew Old
Teacher of Mathematics

Andrew Old is a maths teacher and blogger. He has contributed to several books on education and writes a monthly review of the education blogosphere for Schools Week. His blog Scenes from the Battlefield is often identified as being one of the most influential teacher blogs. Additionally, Andrew collates and curates a huge range of education blogs on his sister site The Echo Chamber. @oldandrewuk teachingbattleground.wordpress.com

Shreedhar Pavar
Teacher of Science

Shreedhar has taught for nearly two decades in multi-ethnic secondary schools. He has been a head of department & 2nd i/c in Science, Citizenship&PSE, 2nd i/c in ICT and staff governor. He read Chemistry at Greenwich University, a PGCE at King’s College London, followed by a PGDip in Software Engineering from Westminster University and a
Master’s in Education from Kingston University whose dissertation was on Assessment for Learning. Completing a Teaching and Learning Academy level 2 through Canterbury University on applying Cognitive Science to teaching led to presenting for ResearchEd on CogSci and the dangers of pseudoscience in education.

www.learnandteachanything.com

Jen Persson  
**Director, defenddigitalme**  
defenddigitalme campaigns for fair, transparent and safe use of school census data. Jen is a member of the DFE National Pupil Database Steering Group and Administrative Data Research Network approvals panel.

@TheABB  
defenddigitalme.com

Vivienne Porritt  
**National leader of #WomenEd and Leadership consultant, #WomenEd**  
I am a co-founder and national leader of #WomenEd, a grassroots network which aims to redress the gender balance in education leadership. Our large network of volunteers is bringing about change in key issues including flexible working practices, the gender pay gap, increasing the number of women in senior leadership posts, especially in STEM areas and ensuring women’s voices are heard on education matters. Currently I am a leadership consultant supporting school leaders on strategic learning and development and impact evaluation as well as women’s leadership. I was a headteacher, a chair of governors, Director for School Partnerships and Executive Director of the London Centre for Leadership and Learning at UCL Institute of Education.

@ViviennePorritt  
WomenEd.org

Alex Quigley  
**Senior Associate - Research Schools, Education Endowment Foundation**  
Alex works at the Education Endowment Foundation (EEF) supporting the national network of research schools. He is the co-author of the EEF Metacognition and Self-regulation guidance report, as well as books for teachers, such as ‘Den trygga läraren’ and ‘Closing the Vocabulary Gap’.

@huntingenglish  
www.theconfidentteacher.com

Helen Ralston  
**Deputy Head Teacher, The Rise School**  
Helen trained to teach English via Teach First in 2007 in a comprehensive in Croydon. She spent a total of seven years there (with an international school diversion in El Salvador) enjoying a range of roles: KS3 coordinator, English Lead, AHT for Achievement before securing her dream SLT role: AHT Learning and Teaching. Passionate that all staff should be empowered and proactive in developing their own practice and relishing every opportunity to talk L&T, Helen enjoyed that role for several years before moving to become a DHT [with a learning, teaching and assessment remit] at a small, new school for pupils with autism in Feltham.

@ralston_h  
sites.google.com/site/landltlightbulb/

Jon Richards  
**Head of Education and Local Government, UNISON**  
Jon oversees policy and organisation for UNISON’s Education and Local Government sections, which includes 240,000 members in schools (140,000 Teaching Assistants). He has long campaigned to raise the profile of teaching assistants, initiating UNISON’s TA CPD & Career Framework and published the TA professional standards. He has represented UNISON on numerous government committees and the TUC's Education Forum and Alliance for Science. He sits on the EU's Education Social Dialogue Committee and Public Services International’s Education Support Workers Network. Previous employers include Camden Council’s HIV Unit and the British Association of Occupational Therapists. He studied Geology at Kings College London.  

@Tom_Richmond

Tom Richmond  
**Senior Research Fellow, Policy Exchange**  
Tom is a Senior Research Fellow at the Policy Exchange think-tank. He has spent 15 years in the world of education, moving between the classroom and Westminster. In addition to surviving six years as a teacher, he has worked in policy development and research across the education, skills and welfare sector. This has included roles at three think-tanks, major private sector organisations and spending two years as an advisor to ministers at the Department for Education.

Naveen Rizvi  
**Maths Teacher, Great Yarmouth Charter Academy**  
Naveen entered the teaching profession via The Leadership and Development programme (LDP) with Teach First in 2013. This resulted in her starting her career in a South-Manchester all-girls school. She then joined Michaela Community School in 2015 to develop her teaching, and understanding of curriculum design. Currently, she is a Maths Teacher at the transformative Great Yarmouth Charter Academy.

@naveenrizvi  
conceptionofthegood.co.uk/

Calvin Robinson  
**Assistant Principal, St Mary’s and St John’s Church of England School**  
Calvin spent 7 years in the tech industry before becoming a teacher, with experience in development, project management, and even a stint as a YouTuber on Disney’s Yogscast network.  

Re-training as a Computer Science teacher with the introduction of coding on the National Curriculum, Calvin saw to have a part in filling the digital skills deficit currently facing the UK. Now an Assistant Principal, Calvin also consults on the Computing curriculum for other schools in London. For his sins, Calvin is Director of Communications at Conservative Education Society, so it’s safe to say he’s probably a bit of a Govian.

@calvinrobinson  
www.calvinrobinson.com

researchED.org.uk
Ruth Robinson
Executive Principal: Nova Hread Academy and Swindon Academy
Having graduated from Sheffield University, Ruth has spent her career working in schools with high levels of deprivation. Ruth took on her first headship in January 2004 at a Birmingham school that was part of a hard federation with Ninestiles School. She went on to open North Oxfordshire Academy and then to take over as Principal of Swindon Academy in January 2012. Over fourteen years, Ruth and her senior teams have navigated an ever-changing accountability framework, and a number of Ofsted Inspection frameworks. Ruth favours an approach which promotes high expectations, a knowledge-based mastery curriculum and disruption free learning alongside excellent pastoral care and a rich programme of extra-curricular opportunities.
@RuthKRobinson

Marc Rowland
Head of Research, Rosendale Primary School
Marc has worked with Rosendale School on major school-based research projects including, Lesson Study and Metacognition. He was formerly Director of Policy and Research for the National Education Trust (2007 to 2017). He has written 2 books: ‘An Updated Practical Guide to the Pupil Premium’ (2015) and ‘Learning without Labels’ (2017) both published by John Catt. He is working with the Jersey government to introduce a ‘Jersey Pupil Premium’ and with Learn Sheffield on their Priorities Project. He co-authored the Essex LA Pupil Premium self-evaluation toolkit and has worked with many local authorities, 300 schools and spoken at conferences for over 6,000 Senior Leaders to support better outcomes for disadvantaged pupils.
@marcrowland73

Lucy Rycroft-Smith
Research and Communications, Cambridge Mathematics, Cambridge University
Lucy has worked in mathematics education for over 10 years across primary, secondary and the Further Education sector.
@CambridgeMaths

Sophie Sandor
Self-employed
Formerly Research Associate at the Adam Smith Institute and Programmes Manager at the Institute of Economic Affairs, Sophie is a documentary filmmaker and writer based in London.
@SophieSandor

Amir Sariaslan
Postdoctoral Researcher, Karolinska Institutet
Amir Sariaslan is a Postdoctoral Researcher in Psychiatric Genomics at the Karolinska Institutet. His current work focuses on understanding the genetic architecture linking schizophrenia with cognitive abilities by combining a wide range of epidemiological and genomic approaches. His earlier work has questioned the causal nature of the associations between socioeconomic status and a wide range of behavioural outcomes (e.g., criminality, substance misuse and psychiatric disorders) and examined the genetic and environmental determinants of violence risk in psychotic disorders.
@AmirSariaslan amirsariaslan.com

Louise Scott
Principal, Cobholm Primary Academy
Louise Scott is a Principal of coastal primary school Great Yarmouth and a Future Leader. She is developing the knowledge-rich curriculum with a focus on vocabulary and fluency. Her practice and that of her school’s is informed by cognitive science research. She believes in a great education for all and serving those from the areas of disadvantage.
@Louiseshoes

Cat Scutt
Director of Education and Research, Chartered College of Teaching
A former English teacher, Cat’s roles have since focused on supporting teacher development both online and through face-to-face activities, with a particular focus on development through collaboration and through engagement with research and evidence. She has worked as a teacher and advisor in the state and independent sector, as well as in corporate
learning and development. Cat leads on the Chartered College Of Teaching’s work around teacher CPD, including the Chartered Teacher programme, and their research activities and publications, including their termly peer reviewed journal, Impact. In addition, Cat is a studying for her doctorate at the UCL Institute of Education.

@CatScutt | chartered.college

Clare Sealy  
headteacher St Matthias Primary School  
Clare Sealy is the headteacher of St Matthias Primary School in Tower Hamlets in the East End of London where she has been working since 1991. She is interested in the application of cognitive science in the primary and early years classroom; what it tells us about memory and how this could influence how we plan for long term learning through careful curriculum design. She writes blogs about how her school is attempting to put educational research into practice.

@claresealy | www.primarytimery.com

Richard Selfridge  
Author and Teacher, Databusting for Schools  
Richard Selfridge has taught in a wide range of primary schools over the last 15 years. He has been published in the Guardian, TES and Schools Week, and he has spoken at a wide range of education conferences including ResearchEd, the Festival of Education, Northern Rocks and The Battle of Ideas. His book, Databusting for Schools was published in July 2018 by Sage Publications.

@Jack_Marwood | icingonthecakeblog.weebly.com

Tom Sherrington  
Consultant, author and speaker, teacherhead consulting  
Tom Sherrington has worked in schools as a teacher and leader for 30 years. He is now a consultant specialising in teacher development and curriculum and assessment planning. He is the author of the popular teacherhead.com website and a recent book The Learning Rainforest, a model for great teaching in real classrooms. Tom is a regular contributor to ResearchEd events and other conferences for teachers and policy makers.

@teacherhead | teacherhead.com

Sam Sims  
Education Datalab; UCL Institute of Education  
Sam Sims is a Research Fellow at Education Datalab and recently submitted a PhD at UCL Institute of Education. He researches the teaching profession and has a particular interest in using linked survey and administrative data to understand how teachers’ working environments affect their professional development.

@DrSamSims | samsims.education/

Sputnik Steve  
Teacher; Head of KS3; Doctoral Researcher, Lichfield Cathedral School  
Steve is a teacher of English and Head of Years 7-9. He is also a doctoral researcher through the University of Birmingham; the working title of his thesis is ‘Rise of the Tweetch: towards a critical ontology of a teacher who tweets’. He is also a writer of naff sonnets and is a zombie, having died in 2014.

@sputniksteve | sputniksteve.wordpress.com

Claire Stoneman  
Deputy Head of Academy & English teacher, Erdington Academy, Birmingham  
Claire is the organiser of #rEDBrum, which she established in 2018. She is deputy head of academy at Erdington Academy. Claire is also a member of the Midlands Knowledge Schools Hub Steering Group.

@stoneman_claire | www.birminghamteacher.wordpress.com

Gareth Sturdy  
Functional Skills Teacher, Headmasters Partnership Ltd  
Gareth entered teaching in the 1990s after reading physics at Liverpool University. He has also spent time as a Fleet Street journalist and run his own public relations business. His educational roles have included head of physics at one of the country’s leading grammar schools, and teaching at the East London Science School and Michaela Community School. He helped to set up the Physics Factory, a London Mayor project to boost physics teaching, and is organiser of the AoI Education Forum. He is currently enjoying teaching English and Mathematics to apprentices. He also writes widely on education and science, and his spare time is taken up with his two sons, and studying William Blake.

@stickyphysics

Jim Thornton  
Professor of Obstetrics & Gynaecology at Nottingham University & NHS consultant obstetrician at Nottingham University Hospitals NHS Trust  
Jim Thornton qualified from Leeds university in 1977. He worked at Chogoria mission hospital in Kenya from 1979 to 1983. Since then he has worked in Leeds, , Bradford, Cardiff and, since 2001, Nottingham. His research interest is in designing and running clinical trials - most recently one testing a policy of inducing of labour at 39 weeks (one week early) for women aged over 35, as opposed to waiting for labour to start on its own. He is currently chair of the Swedish Research Council (Vetenskapsrådet) Clinical Therapy Research Board. In 2005 he stood for Parliament (Conservative Party) in Nottingham East and lost.

@jimthornton | www.ripe-tomato.org

Stephen Tierney  
CEO, Blessed Edward Bamber Catholic Multi Academy  
Stephen was Headteacher of St. Mary’s an 11-18 school for thirteen years before becoming the Executive Headteacher of the school and of a one form entry primary school. He now leads the cross phase multi-academy trust. ‘Working in Blackpool he’s rooted in the daily practicalities of teachers’ and leaders’ lives. He is Chair of the Headteachers’ RoundTable Group; he speaks at a number of conferences and events. Joining the Teacher Development Trust from their launch, he is working to develop a culture in which staff, children and young people can flourish; at the heart of this is work on the professional development of teachers. St. Mary’s has recently been designated an EEF Research School in the Blackpool OA.

@LeadingLearner | leadinglearner.me/

Tim van der Zee  
PhD Student, Leiden University  
Tim van der Zee is a PhD Student at Leiden University & NHS consultant obstetrician at Nottingham University Hospitals NHS Trust.

@stoneman_claire | www.birminghamteacher.wordpress.com

Gareth Sturdy  
Functional Skills Teacher, Headmasters Partnership Ltd  
Gareth entered teaching in the 1990s after reading physics at Liverpool University. He has also spent time as a Fleet Street journalist and run his own public relations business. His educational roles have included head of physics at one of the country’s leading grammar schools, and teaching at the East London Science School and Michaela Community School. He helped to set up the Physics Factory, a London Mayor project to boost physics teaching, and is organiser of the AoI Education Forum. He is currently enjoying teaching English and Mathematics to apprentices. He also writes widely on education and science, and his spare time is taken up with his two sons, and studying William Blake.

@stickyphysics

Jim Thornton  
Professor of Obstetrics & Gynaecology at Nottingham University & NHS consultant obstetrician at Nottingham University Hospitals NHS Trust  
Jim Thornton qualified from Leeds university in 1977. He worked at Chogoria mission hospital in Kenya from 1979 to 1983. Since then he has worked in Leeds, , Bradford, Cardiff and, since 2001, Nottingham. His research interest is in designing and running clinical trials - most recently one testing a policy of inducing of labour at 39 weeks (one week early) for women aged over 35, as opposed to waiting for labour to start on its own. He is currently chair of the Swedish Research Council (Vetenskapsrådet) Clinical Therapy Research Board. In 2005 he stood for Parliament (Conservative Party) in Nottingham East and lost.

@jimthornton | www.ripe-tomato.org

Stephen Tierney  
CEO, Blessed Edward Bamber Catholic Multi Academy  
Stephen was Headteacher of St. Mary’s an 11-18 school for thirteen years before becoming the Executive Headteacher of the school and of a one form entry primary school. He now leads the cross phase multi-academy trust. ‘Working in Blackpool he’s rooted in the daily practicalities of teachers’ and leaders’ lives. He is Chair of the Headteachers’ RoundTable Group; he speaks at a number of conferences and events. Joining the Teacher Development Trust from their launch, he is working to develop a culture in which staff, children and young people can flourish; at the heart of this is work on the professional development of teachers. St. Mary’s has recently been designated an EEF Research School in the Blackpool OA.

@LeadingLearner | leadinglearner.me/

Tim van der Zee  
PhD Student, Leiden University  
Tim van der Zee is a PhD Student at Leiden University, The Netherlands. He studies how people learn from instructional videos in open online education. He is also strongly interested in meta-scientific efforts to estimate
and increase the reliability of (education) science. As such, he advocates for increasing the transparency of scientific research, to systematically engage in replication efforts, and to make substantial changes to the publication process. For his efforts to identify large amounts of errors in the scientific literature he was named ‘most important researcher of the year 2017’ at Leiden University.

@Research_Tim www.timvanderzee.com

Sergej Visser
20 yrs EFL teacher, trainer/advisor, The Netherlands

Sergej Visser was an EFL teacher at a Dutch secondary school, Griftland College in Soest, for 20 years. With two colleagues, he developed the complete English curriculum for the senior years. It’s a set of activity-based, open-end, 8-week projects, in which students work on challenging and inspiring tasks, both individually and in groups. This year, Sergej has started working as a senior trainer/advisor for a Dutch testing and examination company, Bureau ICE, as as formative assessment specialist. Apart from that, he is a songwriter and a performing artist. Sergej lives in Hilversum, The Netherlands, with his wife and six children.  

@sergej_visser

Nick Wallace
Director of Curriculum, English Mastery

Nick Wallace is the Director of Curriculum for English Mastery. He has worked with the team since the pilot launched in 2014. Before then, he was an English teacher in a London school, and is a Teach First alumnus. He graduated from Oxford University with a degree in English Language and Literature. 

@informed_edu informededucation.com

Melanie Ward
Head of Performing Arts, Inter-Community School Zurich

Melanie has over 15 years of experience teaching in state, private and international schools in her native New Zealand, the United Kingdom, and Switzerland, where she is currently Head of Performing Arts at an International Baccalaureate World School. Her passion for educational research was sparked whilst recently completing a Master of Arts in Education at the University of Bath: she was awarded the university’s Austwick Prize for her dissertation, and an IB advanced certificate in teaching and learning research. Melanie continues to pursue her research interests in pedagogy, curriculum and assessment through several school policy working groups, a department study group, and by connecting online with global communities of educators. 

@melwardnz

Carly Waterman
Director, Waterman Learning

Currently working freelance, Carly has been a Deputy Headteacher for the past decade. With a Master’s in Educational Leadership and School Improvement from the University of Cambridge, Carly decided to take some time out of school to rekindle her passion for education. Since then, she has worked for ASCL, the DfE, the GDST, local authorities and for various large multi academy trusts offering training, guidance and support on assessment, curriculum and professional learning and development. She is also conducting a year long piece of research on workload and retention, which she hopes to publish in 2019. Carly is also a Regional Leader for WomenEd and a school governor.

@62 Carly www.watermanlearning.co.uk/blog

Karen Wespieser
Director of Operations, Driver Youth Trust

Karen is Director of Operations at the Driver Youth Trust. Prior to this, she was Head of Impact at the National Foundation for Educational Research (NFER) and Director of the Centre for Education Economics (CfEE). She is the founder of #UKEdResChat, a regular Twitter chat for those interested in all aspects of educational research. Karen is also a school governor and a mum to two mini-piesers. 

@KarenWespieser https://www.driveryouthtrust.com/

David Weston
Chief Executive, Teacher Development Trust

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. 

@parentengage www.drkathyweston.com

Ben White
Psychology teacher and research lead, Ashford Teaching Alliance

Ben White is a psychology teacher and research lead for Ashford Teaching Alliance. He recently completed a research project for NCTL/DfE on data use and workload which was carried out in 24 schools across the South-East. He is a member of the DfE’s advisory group on data use, technology and workload due to publish in September. He occasionally writes articles and blogs which he shares via his twitter account @WaldenKent. Ben is a member of CEBE’s secretariat (Coalition for Evidence Based Education) with whom he is exploring the evidence base for school leadership training. He co-founded Walden Education a training and consultancy group.

@waldenkent waldeneducation.org

Tarjinder Wilkinson
Year 5 Class Teacher, Cobholm Primary Academy

Tarjinder Wilkinson is an experienced primary school teacher having taught across both Key Stage 1 and 2 in disadvantaged schools in Birmingham, London...
Dee Saran
Deputy Head Learning and Teaching at Dubai College
Dee Saran is the Deputy Head Learning and Teaching at Dubai College. Dee is passionate about creating opportunities for collaboration and support, and her work across the UK. Her passion in developing innovative teaching, leadership pathways, research and quality CPD has driven the vision for Dubai College’s Center of Innovation in Learning and Teaching.

Emily Henderson
Deputy Headteacher at Brookburn Primary School, Manchester
Emily Henderson is Deputy Headteacher at Brookburn Primary School, Manchester, recently moving back to her northern roots after a few years of leadership in West Sussex. She has completed the NASEN award for Special Educational Needs and the NPQH programme. She is a member of the Chartered College of Teaching, and is a mentor on the Chartered Teacher Programme. A passionate advocate of coaching to support best practice in teaching, and a lover of netball and good food on the side, she can be found on twitter under @henderford1985.

Steve Farndon
Tutor – Institute for Teaching
Steve Farndon works as a Tutor for the Institute for Teaching, delivering on their Transforming Teaching Programme. He spent the first 11 years of his career in teaching and middle leadership roles, trying to gain a greater understanding of excellent teaching. Through his current role he is developing his expertise in school improvement and professional development, targeted at improving student outcomes in schools across opportunity areas in the north. He is lucky enough to spend lots of time in a range of teachers’ classrooms, gaining first-hand experience of the benefits and challenges of Instructional Coaching.
SIGN UP FOR FREE ISSUES OF researchED MAGAZINE

We’re delighted to announce the launch of a new quarterly researchED Magazine, published in partnership with our friends at John Catt Educational.

The new Magazine was launched in June to provide another quality platform to further help the teaching profession connect research and practice in the classroom. It supports educators at all levels by encouraging and provoking debate surrounding research, evidence and best practice.

Read past issues online and sign up for your free copies today!

www.researchED.org.uk/magazine

20% Discount

Bestselling Titles from ROUTLEDGE EDUCATION

Browse these titles and many more at the Routledge Stand!

All titles on display will be available at a 20% conference discount.

SIGN UP FOR FREE ISSUES OF researchED MAGAZINE

We’re delighted to announce the launch of a new quarterly researchED Magazine, published in partnership with our friends at John Catt Educational.

The new Magazine was launched in June to provide another quality platform to further help the teaching profession connect research and practice in the classroom. It supports educators at all levels by encouraging and provoking debate surrounding research, evidence and best practice.

Read past issues online and sign up for your free copies today!

www.researchED.org.uk/magazine

20% Discount

Bestselling Titles from ROUTLEDGE EDUCATION

Browse these titles and many more at the Routledge Stand!

All titles on display will be available at a 20% conference discount.
Assess Better

with responsible, revolutionary CPD by Evidence Based Education

- Build knowledge, skill and confidence to improve assessment practice across your school
- Strengthen the links between teaching, learning and assessment
- Enjoy affordable, world-class CPD which “has whole-school impact”
- Learn flexibly, at a time and place to suit your team - no cover or travel costs

“The content is of the highest class... it draws down all that we know about effective CPD.”

Phil Stock, Deputy Headteacher, Greenshaw High School

The Assessment Lead Programme
Come and chat with us at our stand, or register for 2018-19 at bit.ly/assessbetter
<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
<th>Session 5</th>
<th>Session 6</th>
<th>Session 7</th>
<th>Plenary</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-09:45</td>
<td>Welcome</td>
<td></td>
<td></td>
<td>Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10-10:30</td>
<td>Session 2</td>
<td>Daisy Christodoulou</td>
<td>Becky Allen</td>
<td>Christine Counsell</td>
<td>Alex Quigley</td>
<td>Paul Kirschner</td>
<td>Christine Counsell</td>
<td>Tom Bennett</td>
</tr>
<tr>
<td>10:30-10:50</td>
<td></td>
<td>Assessing Writing with &quot;Writing Ages&quot;</td>
<td>The pupil premium isn’t working. What next for the attainment gap?</td>
<td>Understanding and improving curricula</td>
<td>Making Sense of Metacognition</td>
<td>Don’ts and Do’s in Teaching and Learning: An Evidence-Informed Approach to Teaching and Learning</td>
<td>差 amid curricula</td>
<td>Tom Needham</td>
</tr>
<tr>
<td>10:50-11:00</td>
<td></td>
<td>Creating a Great School Culture</td>
<td>How can behavioural psychology help us nudge students in the right direction?</td>
<td>Pedagogical strength and improvement</td>
<td>Evidence and inspection: research at Ofsted</td>
<td>Richard Selfridge Assessment 101 – Ten things everyone should know about assessing children</td>
<td>Evidence based curriculum design: Applying DfE Cognitiove Load Theory: A Deliberate Practice model, effective interventions and retrieval practice</td>
<td>Tom Sherrington</td>
</tr>
<tr>
<td>11:00-11:20</td>
<td></td>
<td>Claire Sealy</td>
<td>Pedro De Bruyckere</td>
<td>Iro Konstantinou &amp; Jonathan Noakes</td>
<td>David Didau</td>
<td>Nick Rose</td>
<td>Greg Ashman</td>
<td></td>
</tr>
<tr>
<td>11:20-11:40</td>
<td></td>
<td>But everybody teaches knowledge – what’s all the fuss about a knowledge rich curriculum?</td>
<td>The Ingredients for Great Teaching</td>
<td>Fostering autonomy and agency through research: a multi-faceted approach to teaching and learning</td>
<td>The Wonder Years - Implementing a knowledge-rich curriculum</td>
<td>Memory research for the classroom</td>
<td>Differentiation: An article of faith</td>
<td></td>
</tr>
<tr>
<td>11:40-12:00</td>
<td></td>
<td>Philippa Cordingley</td>
<td>Stephen Tierney</td>
<td>Dr Ngoi Oguledo</td>
<td>Mark Lehan</td>
<td>Danielle Dennis &amp; James Kitsby</td>
<td>Influential Teaching: catalysing motivation and independence in the classroom</td>
<td></td>
</tr>
<tr>
<td>12:00-12:30</td>
<td></td>
<td>Hidden legacies and surprising catalysts – lessons from international research for subject specific and pedagogic CPD</td>
<td>Building an Evidence Enriched School</td>
<td>Assessment conceptions: Are they mutually exclusive?</td>
<td>Education research is not in crisis, and that is a problem</td>
<td>The best way to teach in the world?</td>
<td>Why are teachers so scared of Ofsted?</td>
<td></td>
</tr>
<tr>
<td>12:30-12:50</td>
<td></td>
<td>What does research-informed teaching actually look like?</td>
<td>What happened when teachers stopped marking?</td>
<td>Evidence-based practice and SEND</td>
<td>Jo Facer</td>
<td>Kristopher Boulton</td>
<td>What is dyslexia?</td>
<td></td>
</tr>
<tr>
<td>13:15-13:30</td>
<td>Lunch</td>
<td>Megan Dixon, Sinead Gaffney &amp; Martin Galway</td>
<td>Reading on trial three: reading on developing reading in the classroom</td>
<td>Evidence-based Curriculum in Primary - From Theory to Practice</td>
<td>Is scripted teaching good for education?</td>
<td>Teaching Like Nobody’s Watching - The simple, the complex and the complications</td>
<td>Evidence and its evidence-informed use: language in FY2 literacy demands: A case study of Knowledge and Practice: a knowledge rich, curriculum and teacher development</td>
<td></td>
</tr>
<tr>
<td>13:30-13:50</td>
<td></td>
<td>Reading on trial three: running a research project with Ofsted</td>
<td>Evidence-based practice and SEND</td>
<td>Education Forum: Joanna Williams</td>
<td>Education Forum: Frank Furedi</td>
<td>Instructional Coaching: Probably the best-evidenced form of CPD currently known to mankind</td>
<td>Why can’t teachers discriminate against BME pupils?</td>
<td></td>
</tr>
<tr>
<td>13:50-14:10</td>
<td></td>
<td>What do teachers need to know about memory and how can assessment be used effectively to support long-term learning?</td>
<td>What is the right direction?</td>
<td>Education research is not in crisis, and that is a problem</td>
<td>Education Forum: Frank Furedi</td>
<td>Education Forum: Frank Furedi</td>
<td>Critical Ontology</td>
<td></td>
</tr>
<tr>
<td>15:30-15:50</td>
<td></td>
<td>SESSION 5</td>
<td>SESSION 6</td>
<td>SESSION 7</td>
<td>SESSION 8</td>
<td>SESSION 9</td>
<td>SESSION 10</td>
<td>Plenary</td>
</tr>
<tr>
<td>15:50-16:10</td>
<td></td>
<td>Welcome</td>
<td>Welcome</td>
<td>Welcome</td>
<td>Welcome</td>
<td>Welcome</td>
<td>Welcome</td>
<td>Tom Bennett</td>
</tr>
<tr>
<td>16:10-16:30</td>
<td></td>
<td>Tom Bennett &amp; Amanda Aylett</td>
<td>Becky Francis &amp; Jeremy Hodgen</td>
<td>Becky Allen</td>
<td>Christine Counsell</td>
<td>Paul Kirschner</td>
<td>Christine Counsell</td>
<td>Tom Bennett</td>
</tr>
<tr>
<td>16:30-16:50</td>
<td></td>
<td>The Best Practice in Grouping Students project: Our Findings</td>
<td>The Best Practice in Grouping Students project: Our Findings</td>
<td>The Best Practice in Grouping Students project: Our Findings</td>
<td>The Best Practice in Grouping Students project: Our Findings</td>
<td>The Best Practice in Grouping Students project: Our Findings</td>
<td>The Best Practice in Grouping Students project: Our Findings</td>
<td>Tom Bennett</td>
</tr>
</tbody>
</table>

Share your thoughts of the day using the hashtag #rED18
<table>
<thead>
<tr>
<th>9:45</th>
<th>Welcome</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10:50</td>
<td>Session 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-12:30</td>
<td>Session 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td>Lunch look like?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20-1:55</td>
<td>Session 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:45-3:00</td>
<td>Session 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:05-3:45</td>
<td>Session 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:55-4:35 Plenary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gary Davies**
Why teachers shouldn’t bother reading education research

**Sergey Visser**
Feedback-rich lesson ideas for language teachers

**Miles Berry**
Mining the performance tables

**Claire Stoneman**
Running a research informed school

**Priya Lakhan**
The Future is Now: Leveraging evidence to develop EdTech

**James Wright & Andrew McCallum**
An introduction to critical literacy

**Beth Greville-Giddings**
The Special Schools Research Lead - Journal Clubs and Beyond

**Rhonda Albert, Marc Rowland & Jon Richards**
Using teaching assistants to add value - all school handwriting at Rosendale

**Graine Hallahan**
Cracking the Language Paper

---

**Jim Rogers & Clara Moran**
Developing evidence-informed professional development. Gracys 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 Bintrolte for Teachers!

**Lucy Rycroft-Smith**
Recent research in maths education

**Jennifer 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 Lauder**
Behaviour management - evidence-based tips

**Viv Perrill**
The gender pay gap in education: Fact or fiction?

**Karen Wespieter & Jules Daubly**
What is dyslexia?

---

**Dr James Mannon**
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

**Shrehad Pavar**
Designing a scheme of work using Cognitive science

**Amy McEinnett & Nick Wallace**
How to systematically design, develop, implement and evaluate a knowledge-rich curriculum

---

**Andrew Morris**
The Coalition for Evidence-based Education (CBE) past, present and future

**Amanda Fleck**
Language and literacy demands of secondary science

**Sarah Barker**
Developing Automaticity in Handwriting at Secondary

**Grace Healy**
Leveraging real-world experts and GIS: moving beyond engaging with technology and towards a focus on powerful geographical knowledge

**Jonathan Haslam**
Let’s talk about ethics, baby

**Terry Freedman**
Read all about it! What does the research REALLY say?

**Harvey Bischof**
What’s the Union Doing Here?

**Heather Fearn**
Towards the Education Inspection Framework 2019

---

**Jane Flood**
True knowledge exists in knowing that you know nothing: the wisdom of Knowledge Mobilisation in schools

**Megan Mansworth**
Making research work in your school: embedding a culture of evidence-informed practice

**Melanie Ward**
Beyond ‘Well Done, Great Job’: Listening to Students’ Perceptions of Effective Written Teacher Feedback

**Calvin Robinson**
Addressing political bias in education

**Sarah Donarski**
Say it or Sign it? Is Verbal Feedback really better than Marking?

**Caroline Creaby**
Wellbeing: Exploring the evidence and its implications

**Helen Ralston**
Building a Research-informed Curriculum and Assessment Model: A Case Study

**Kelly Leonard & Jan Rowe**
Collaborating not competing - can a different approach to ITT improve outcomes?

**Amir Sariansan**
Genomic associaions with educational attainment. Why should we even care?

---

**Bodil Isaksen**
Oh, behave: what makes people do the right thing?

**Christopher Fountain**
Making students “word conscious”: does teaching morphology improve reading age for disadvantaged students?

**Andrew Old**
How to argue about education

**Jonathan Firch**
How do we learn new concepts? Examples, differences, and interleaving.

**Ruth Robinson**
How tough love and evidence informed practice transformed a white working class school

**Dennis Hayes**
Reversing the therapeutic turn in education

**John Blake**
Coherent curriculum programmes — how and why they can improve teaching and reduce workload

**Ben Breen**
Mathematics in Science Education

---

**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?

**Phil Naylor**
Evidence based Science teaching: reflections on EEF guidance report

**David McQueen**
Presenting Research Through Good Design and Storytelling

**Joe Nuss**
Social Mobility: What the research really says
Be part of the evidence evolution in education

- Saturday conferences
- Affordable ticket prices
- World-class speakers
- Teacher-led
- Open to all

Join our community at one of our conference days where you can hear, challenge and question experts in education research - from the classroom to the university. Work out what works for you - and when.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>researchED Pretoria (South Africa)</td>
<td>15 September 2018</td>
</tr>
<tr>
<td>researchED Scandinavia, Malmö</td>
<td>22 September 2018</td>
</tr>
<tr>
<td>researchED Scotland</td>
<td>22 September 2018</td>
</tr>
<tr>
<td>researchED Philadelphia (United States)</td>
<td>27 October 2018</td>
</tr>
<tr>
<td>researchED Durham</td>
<td>24 November 2018</td>
</tr>
<tr>
<td>researchED Kent</td>
<td>1 December 2018</td>
</tr>
<tr>
<td>researchED Nederland</td>
<td>12 January 2019</td>
</tr>
<tr>
<td>researchED Leads Network Day, Haninge</td>
<td>9 February 2019</td>
</tr>
<tr>
<td>researchED Birmingham</td>
<td>2 March 2019</td>
</tr>
</tbody>
</table>

Find out more at researchED.org.uk