

Norwich Research School

at Notre Dame High School



Training and Support 2020-21

School-led support for evidence-based practice



Norwich Research School (part of SJB CMAT) is designated by the Education Endowment Foundation (EEF) to provide school-led support for evidence-based practice. As a hub for the Research Schools Network, we provide Communication, Training and Innovation opportunities. Now in our fourth year of operation, we are keen to strengthen relationships with educators in the East of England, to ensure that our offer is increasingly aligned with what your schools need.

We are also seeking to broker partnerships between commissioning organisations in our region (Local Authorities, MATs, Opportunity Areas) and the EEF, where there is shared need aligned with the EEF's growing body of Guidance Reports and associated training, including:

Effective Implementation and Evaluation	Metacognition
Making best use of Teaching Assistants	Social and Emotional Learning in Primaries
Improving Behaviour	Improving Literacy: KS1, KS2 or Secondary
Working with Parents	Improving Mathematics: KS1, KS2 or KS3
Teaching with Memory in Mind	Improving Secondary Science

Such partnerships typically involve combining training for senior and middle leaders with in-school support from system leaders. They also involve brokering the best practitioners in given areas of expertise, regardless of which organisations they work in, such that recommendations from the evidence base are codified and exemplified to the best possible quality.





CPD training and information programmes for 2020-21

We are thrilled to have been re-designated as a Research School for the next two years. As part of our ongoing work, we are excited to be expanding our CPD provision across the East of England.

We are committed to offering flexible CPD to suit your needs, so to ensure accessibility post-COVID we will be offering a blended learning model, incorporating in-person and remote sessions for each of our programmes.

Each programme will be delivered through nine two-hour sessions. We will be led by you as our customers: each programme starts and ends with in-person sessions; however when you make a booking you can indicate a preference for fully remote training, and we will adapt if required by the majority of delegates.

Additionally, all remote sessions will be recorded as well as being live and interactive, to enable you to participate asynchronously should your circumstances require it.

Quick Start Webinar Series

A series of twilight webinars designed to support schools as they return in the autumn term 2020.

What is it?

As schools return to face-to-face teaching in September 2020 Norwich Research School, with experts from the EEF, wants to support you to welcome back students who have not attended school in person for several months.

With reference to the most recent and robust research evidence, we will cover topics ranging from how to effectively implement new or updated strategies, to supporting your students' social and emotional learning.

Who is it for?

This twilight series is aimed at teachers and school leaders in Norfolk.

Session topics

- Implementation with Roger Higgins (Norwich Research School)
- Behaviour with Iggy Rhodes (EEF)
- Social and Emotional Learning with Kirsten Mould (EEF)
- Self-regulation with Niki Kaiser (Norwich Research School)
- ECF - getting ready for September 2021 with Niki Kaiser (Norwich Research School) and a representative from Ambition Institute

Dates

Norwich (Wednesdays 4-5pm):

Implementation: 16 September

Behaviour: 30 September

Social and Emotional Learning: 7 October

Self-Regulation: 11 November

ECF—Getting Ready for September 2020: 18 November



Maximising the impact of the PUPIL PREMIUM

Develop, implement and sustain an evidence-informed, high impact Pupil Premium strategy for your school.

What is it?

Developed by the EEF and Research Schools Network, this programme draws upon the most recent and robust evidence of impact. The programme is led by experienced senior leaders with a proven track record of closing the attainment gap of Pupil Premium children, and experts in the field of evidence-based education.

Over nine two-hour workshops, participants will develop, implement and sustain a high impact Pupil Premium strategy and framework to suit their own school context.

Course outline

Sessions 1-3:

Principles of effective Pupil Premium use.
The evidence-informed school improvement cycle.
Evaluation of current practice.

Sessions 4-6:

Setting clear outcome measures based on pupil need.
Monitoring provision.
Creating an implementation plan.

Sessions 7-9:

Review, support and ongoing planning for effective Pupil Premium Teaching and Learning.

Outcomes of the programme

- Quality assured framework for Pupil Premium coordinators
- Honest, robust and objective assessment of Pupil Premium spend
- Strategies to evaluate the impact of a Pupil Premium strategy effectively
- An evidence-based Pupil Premium Strategy for your school.

Who should take part?

The programme is aimed at headteachers, Pupil Premium coordinators, and leaders with responsibility for the learning, progress and outcomes of disadvantaged pupils.

Dates

Peterborough (Tuesdays 1.30-3.30pm):

12 January; 26 January; 9 February
2 March; 16 March; 18 May
8 June; 22 June; 6 July.



Just £295 pp!
bit.ly/PPPeterborough

Developing REALLY GREAT TEACHING

Work alongside fellow leaders of teaching and learning, to evaluate and improve your school's teacher professional development.

What is it?

We know that improving the quality of teaching in the classroom has the biggest impact on improving student outcomes. To do this, at a time of scarce resources, we need to improve the quality of our teachers' continuing professional development (CPD).

This innovative programme, developed by Norwich Research School and the Research Schools Network, provides a comprehensive overview of the most important research evidence in education, including the EEF Toolkit, with a focus on how to address the challenges presented by curriculum reforms.

Course outline

Sessions 1-3:

Envision what exemplary teacher CPD looks like; evaluate your status quo.

Sessions 4-6:

Prepare to implement change, to give ideas the best chance of success.

Sessions 7-9:

Ensuring that evaluation of impact is integral and ongoing.

Outcomes of the programme

- Develop your own understanding of research evidence relating to CPD, implementation and evaluation
- Devise an evidence-informed, high impact CPD programme for your schools
- Reduce barriers to successful implementation using our wealth of resources.

Who should take part?

The programme is aimed at current and aspiring senior leaders with a responsibility for teaching and learning and/or CPD. Its content is also relevant to headteachers, NLEs and SLEs.

Dates

Norwich (Wednesdays, times vary):
13 January; 27 January; 10 February
3 March; 17 March; 19 May
9 June; 23 June; 7 July.

King's Lynn (Wednesdays, times vary):
20 January; 3 February; 24 February
10 March; 24 March; 26 May
16 June; 30 June; 14 July.



Just £295 pp!

bit.ly/DRGTNor

bit.ly/DRGTKL

MEMORY-FRIENDLY TEACHING

Long term learning using evidence-informed strategies.

Work alongside fellow subject and senior leaders to incorporate strategies to aid students' retention and recall in your curriculum.

What is it?

The demands of the current national curriculum and exam specifications are key challenges facing schools. This innovative programme answers questions pertinent to addressing those challenges:

- What does the evidence suggest are the teaching methods which improve retention and recall?
- How can better curriculum planning improve student knowledge?
- What are the best strategies to explicitly teach students for using at home (e.g. revision)?

Course outline

Sessions 1-3:

A 'deep dive' into the relevant and best available evidence.

Sessions 4-6:

Explore evidence-informed strategies and trial these in the classroom.

Sessions 7-9:

Ensuring that participant learning is embedded and sustained.

Outcomes of the programme

- Develop your understanding of key concepts such as working memory
- Evaluate current practice in terms of how conducive it is to long-term retention.
- Trial methods in the classroom before developing an Implementation plan.

Who should take part?

The programme is designed for subject leaders and senior leaders working in either primary or secondary-phase education.

Dates

King's Lynn (Thursdays 10am-12pm):

14 January; 28 January; 11 February

10 March; 24 March; 26 May

16 June; 30 June; 14 July.



Just £295 pp!

bit.ly/MemoryKL

METACOGNITION

Enhance teaching and learning with evidence-informed practice.

What is it?

Metacognition and self-regulated learning is the most accessed strand of the EEF's Teaching and Learning Toolkit, with an average impact of an additional seven months progress. This programme will support practitioners to see how this can be applied effectively in their schools and classrooms to impact positively upon outcomes for pupils.

Based on the EEF guidance report and the most recent robust evidence, this training programme will enable you to make confident decisions about how to implement strategies to improve pupils' metacognitive skills to support them in becoming self-regulated learners.

Course outline

Sessions 1-3:

What is metacognition?
Common misconceptions.
What the evidence says.

Sessions 4-6:

The links between memory and metacognition.
How to teach metacognitive skills.

Sessions 7-9:

Creating independent learners.
Effective implementation.
Action planning.

Outcomes of the programme

- Explore the evidence about metacognition
- Understand the relationship between metacognition and motivation
- Explore recommendations from the EEF
- Develop practical strategies to use confidently with students.

Who should take part?

This programme is suitable for headteachers, senior leaders, heads of department or key stages, middle leaders, and classroom teachers from primary, secondary and special schools.

Dates

Norwich (Thursdays 10am-12pm):

21 January; 4 February; 25 February
11 March; 25 March; 27 May
17 June; 1 July; 15 July.



Just £295 pp!
bit.ly/MetaNor

Improving

Secondary Literacy

A course designed to support secondary schools to master the reading and writing challenges of the new curriculum in every subject.

What is it?

Based on the EEF's guidance and rooted in the latest research, this professional development programme will enable your teachers to make confident decisions that will help your pupils access the complexities of the new curriculum in every subject.

Over nine two-hour workshops, participants will develop a deep understanding of what the research says makes for effective teaching of disciplinary (subject-specific) literacy, and apply this in their schools. Participants will be given a wealth of strategies for vocabulary instruction, reading and writing in every subject discipline.

Course outline

Sessions 1-3:

Explore the evidence.
Audit your school and subject's current practice.

Sessions 4-6:

Evaluate how you currently model writing to pupils.
Develop strategies to improve spelling.
Define literacy aims as a whole-school approach.

Sessions 7-9:

Evaluate your school's approach to interventions.
Apply the EEF guidance on effective implementation.

Outcomes of the programme

- Evaluate current practice in light of the evidence
- Explore evidence-based reading and writing strategies
- Enhance assessment and intervention as part of a whole-school focus on literacy
- Mobilise a whole-school approach to disciplinary literacy.

Who should take part?

This programme is aimed at senior leaders of curriculum, subject leads and literacy coordinators.

Dates

Norwich:

Thurs 21 January 1.30-3.30pm
Mon 1 February 9.15-11.15am
Thurs 25 February 1.30-3.30pm
Wed 17 March 1.30-3.30pm

Thurs 25 March 1.30-3.30pm
Wed 26 May 1.30-3.30pm
Wed 16 June 1.30-3.30pm
Mon 5 July 9.15-11.15am
Tues 13 July 1.30-3.30pm



Just £295 pp!

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www.researchschool.org.uk/norwich

research@ndhs.org.uk

01603 753767

Facebook: NorwichResearchSchool

Twitter: @NorwichRS

