

Year 1

Conference 1	Clinic 1	Conference 2	Clinic 2	Clinic 3
<p>Introduce the science of learning:</p> <ul style="list-style-type: none"> Working model of memory (Dan Willingham) Ebbinghaus Forgetting Curve Mental models and schema Cognitive load theory <p>Habits of planning</p> <p>Breaking down knowledge and concept into steps that can be introduced and developed gradually to allow pupils to achieve success.</p> <p>Carefully sequencing teaching so that we build on pupils prior learning and support them to develop more complex mental models.</p> <p>Identifying particularly challenging concepts or potential misconceptions and planning how to overcome and address them.</p> <p>Planning opportunities for pupils to retrieve and practise applying prior learning in order to consolidate material and help pupils remember what they have learned.</p> <p>Increasing the complexity by ensuring the key knowledge is cumulative in its difficulty and that pupils have opportunities to apply their knowledge across a variety of contexts.</p>	<p>Using routines to manage behaviour</p>	<p>Responsive teaching</p> <p>The conference covers:</p> <p>Step 1 – Setting clear goals and planning learning carefully</p> <p>Step 2 – Identifying what students have understood and where they are struggling.</p> <p>Step 3 - Responding and adapting our teaching to support students to do better.</p> <p>Some of the techniques explored</p> <ul style="list-style-type: none"> Establishing effective behaviours for learning Using Worked examples Hinge questions Guidance from explicit instruction to minimal guidance Scaffolding Quality first teaching Exit tickets 	<p>Whole class verbal feedback</p>	<p>Giving effective praise</p>

Year 2

Conference 3	Clinic 4	Clinic 5	Clinic 6
<p>Implementing change and teacher wellbeing</p> <p>Content to be added in August</p>	<p>Pupil thinking and responses</p>	<p>Implementation</p>	<p>Developing pupil literacy</p>

Behaviour strand		
Week	Study and coaching (weekly)	Study and coaching (weekly)
1	<p>B1 Strand fundamentals and re-contracting Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working.</p>	<p>Kick-off conference Provides teachers with an overview of the science of learning and habits of planning.</p> <p>Programme induction Explains the programme and the ECF, and introduces teachers to aspects of self-regulation.</p>
2	<p>B2 Routines Explores effective routines, the role of classroom environment and its connection learning.</p>	Clinic 1
3	<p>B3 Instructions Shares role of high-quality instructions and how to plan and reinforce them.</p>	
4	<p>B4 Directing attention Examines monitoring and reinforcing expectations with praise, voice and movement(s).</p>	
5	<p>B5 Low-level disruption Focuses on managing low-level disruption to learning and how to maintain a positive environment.</p>	
6	<p>B6 Consistency Explores how teacher consistency builds a positive learning environment.</p>	
7	<p>B7 Positive learning environment Focuses on the classroom culture required for pupils to learn effectively</p>	
8	<p>B8 Making learning manageable Shares the link between success, behaviour and grain size.</p>	
9	<p>B9 Challenge Explores the role challenge plays in pupil behaviour</p>	
10	<p>B10 Independent practice Considers the link between successful independent practice and expectations, routines and feedback.</p>	
11	<p>B11 Pairs and groups Focuses on how to make paired and group work successful through expectations, routines and culture.</p>	
12	<p>B12 Upholding high expectations Examines how to continually reinforce established foundations.</p>	

Instruction strand		
Week	Study and coaching (weekly)	Study and coaching (weekly)
1	<p>I1 Strand fundamentals and re-contracting Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working.</p>	Clinic 3
2	<p>I2 Identifying learning content Focuses on identifying essential concepts and considering their role in planning and assessment.</p>	
3	<p>I3 Instruction for memory Considers how teaching can support lasting change in pupils.</p>	
4	<p>I4 Prior knowledge Examines the implications prior knowledge and misconceptions have on instruction.</p>	
5	<p>I5 Teacher exposition Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.</p>	
6	<p>I6 Adapting teaching Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.</p>	
7	<p>I7 Practice, challenge and success Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.</p>	
8	<p>I8 Explicit teaching Explores explicit teaching across a lesson/unit of learning.</p>	
9	<p>I9 Scaffolding Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them</p>	
10	<p>I10 Questioning Looks at how effective questions can deepen and extend pupil thinking.</p>	
11	<p>I11 Classroom talk Explores how classroom talk can help to develop pupils' mental models.</p>	
12	<p>I12 Feedback Examines the link between teacher questions, feedback for pupils and responsive instruction.</p>	

Subject strand		
Week	Study and coaching (weekly)	Study and coaching (weekly)
1	<p>S1 Strand fundamentals and re-contracting Introduces foundational elements of subject and supports teachers and mentors to set up effective ways of working.</p>	Clinic 5
2	<p>S2 Planning backwards from learning goals Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.</p>	
3	<p>S3 Types of knowledge Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects.</p>	
4	<p>S4 Gaps and misconceptions Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions.</p>	
5	<p>S5 Acquisition before application Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates.</p>	
6	<p>S6 Promoting deep learning Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge.</p>	
7	<p>S7 Developing pupils' literacy Explores the varying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy.</p>	
8	<p>S8 Sharing academic expectations Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content.</p>	
9	<p>S9 Assessing for formative purposes Examines the link between learning goals, formative and summative assessments.</p>	
10	<p>S10 Examining pupils' responses Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.</p>	
11	<p>S11 Adapting lessons to meet pupil needs Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of pupils.</p>	
12	<p>S12 Feedback Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.</p>	