

Year 1					
Conference 1	Clinic 1	Conference 2	Clinic 2	Clinic 3	
<p><b>Introduce the science of learning:</b></p> <ul style="list-style-type: none"><li>Working model of memory (Dan Willingham)</li><li>Ebbinghaus Forgetting Curve</li><li>Mental models and schema</li><li>Cognitive load theory</li></ul> <p><b>Habits of planning</b></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>	Using routines to manage behaviour	<p><b>Responsive teaching</b></p> <p><b>The conference covers:</b></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><b>Some of the techniques explored</b></p> <ul style="list-style-type: none"><li>Establishing effective behaviours for learning</li><li>Using Worked examples</li><li>Hinge questions</li><li>Guidance from explicit instruction to minimal guidance</li><li>Scaffolding</li><li>Quality first teaching</li><li>Exit tickets</li></ul>	Whole class verbal feedback	Giving effective praise	
Year 2					
Conference 3			Clinic 4	Clinic 5	Clinic 6
<p><b>Implementing change and teacher wellbeing</b></p> <p>Content to be added in August</p>			Pupil thinking and responses	Implementation	Developing pupil literacy

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

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

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