**St Mary's Catholic School**
**Use of educational research to support the development of T&L across school**
**Teaching and Learning Team, July 2021**

The direction of continual developments in T&L and priorities for each academic year

- Whilst the key areas of T&L development are school-centred and based on our ongoing evaluative processes, the direction of developments also has a steer from recent research. Armed with the findings of current and robust research, the developments we make are therefore rooted in research but feed into our work with departments and teachers in a measured and appropriate way that works for the context of our school.
- The focus of whole school CPD sessions and bespoke training for HODs on these T&L priorities are therefore linked to what educational research has shown is beneficial for students. Examples of work on these priorities informed by research include:
  - HOD team working together on sequencing of their curriculums as a bespoke training for this leadership group. HODs then worked with teachers in their departments on the same theme, ensuring that opportunities to revisit and link to prior learning were maximised in the curriculum. [1]
  - In T&L CPD teachers focused on retention and retrieval, making opportunities to revisit previous work and build on it, identifying and intervening with misconceptions and responding and adapting teaching.[2]

Early roll out of ECF (20-21) and National roll out of ECF (21-22)

- We participated in the early roll out of the ECF in 20-21. ECF is an evidence base[3] which underpins this new entitlement for early career teachers' professional development. Following UCL's knowledge and evidence based 5 module programme, ECTs have immersed themselves in the weekly self-directed study tasks, which include a research summary from the Early Career Framework. The engagement in current research is evident through their understanding of the teaching standards and in their confident use of current research when they talk about their students, practice and lesson planning. They have developed practical fluency in a range of evidence-based classroom strategies that support pupils to learn well and will continue to work on this in year 2 of their programme.
- Mentors have also completed mentor training including studying ONSIDE mentoring[4], Learning Conversations[5], Challenge Mentoring[6] and Educative Mentoring[7]. We have

1 Hattie, 2008, 'Visible learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement'
Education inspection framework: overview of research January 2019
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for_EIF_framework_updated_references_22_Feb_2021.pdf
'Making It Stick: The Science of Successful Learning' Brown, Roediger and McDaniel
Sweller (2018) 'Cognitive load theory'
2 D William, 'Assessment for learning; what, why and how'
Education Endowment Foundation Toolkit', Education Endowment Foundation,
3 Early Career Framework
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf
4 Hobson (2016) 'Introducing ONSIDE Mentoring for beginning teachers'
5 Whitmore (2007) 'Coaching for Performance'
6 Wallace and Gravells (2007) 'Mentoring'
7 Langdon and Ward (2015) 'Educative mentoring: a way forward'

facilitated ECF training as part of our trust of schools and our school has delivered the mentor training component of the ECF.

- In 2021-2022, our current 4 ECTs will be in year 2 (early roll out) where they will revisit the 5 modules of year 1 through engaging in their own small scale research, enquiry based learning to deepen understanding and practice.[8]
- We have 4 ECTs (Year 1) joining us in 2021 who will be on the national roll out of the programme. As with this year, their mentoring conversations and self-study will encourage an engagement with current research as presented via the reading summaries and through the facilitate training from the Bishop Bewick Trust.

## T&L Book Group

- The T&L book group gives any member of staff the opportunity to read a T&L book and discuss the ideas in that book with colleagues.  The book is supplied to each member of the book club for that year.
- We started book club in 2019-2020 and continued this academic year.  There are approx. 15 members of staff who attend on a voluntary basis.
- We had 5 sessions this year focusing on the book 'Teach Like Nobody's Watching'[9]. It promoted lively debate that encouraged discussion of T&L and what teachers found works in their classrooms, as well as sharing ideas and considering ideas brought up from the book.
- Book club discussions are shared more widely to other staff through the T&L tile and biannual T&L newsletter.
- In normal circumstances, work from these texts would also be used to inform T&L twilights and to present in the Schools NE: Celebration of Education Conference.

## Self-study Modules

- There are a number of self-study modules provided for all staff to access on different areas of T&L available on the T&L Teams tile.
- Each module has some link to educative research and shows this within the input section of the self-study module.
- These will continue to be updated and summaries of relevant more recent research used to support the training module.

## T&L Strategy Group

- In 20-21, sessions were designed to explore Classroom Climate, in response to the 2m distancing rules, strict seating plans in place, remote and blended learning in place. Sessions were adapted in light of the challenges posed by the pandemic. Sessions this year were:

    o  What is Classroom Climate and what alters it?

    o  Remote Teaching Support- Using Teams

    o  Post-pandemic Classrooms and Student Progress

    o  Teaching and Personality – does it matter?

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[8] https://praxis-teacher-research.org
[9] Enser (2019) 'Teach Like Nobody is Watching'

- These sessions were informed by 'Remote learning: How to apply Rosenshine's principles'[10], 'Creating a Climate for Learning'[11], EEF evidence summaries[12] and 'Applicability of Visible Learning to Higher Education'[13].

- In 19-20, the focus on metacognition was in response to the EEF Report and findings that metacognition in the classroom is a cost effective way of increasing student progress.[14] [15] Sessions explored what Metacognition looked and sounded like in the classroom and participants examined their own classroom practice in relation to metacognition, aiming to increase modelling activities and promote 'thinking about thinking' in their students. Session titles were:

    - Refining terms—what do we mean by metacognition?

    - Promoting & developing metacognition in our classrooms

    - Setting appropriate challenge

    - Creating collaborative classrooms

    - Teaching students to organize and manage

- The 18-19 strategies group focused on retention and recall and was informed by the book, 'Making it Stick.' Practical ways in which we can help students to master their subjects and retain what they have learned were shared. The book draws on a large body of evidence and research in education, which suggests that complex and durable learning is possible. Testing, interleaving and retrieval processes were explained and demonstrated and teachers were given practical ways of making learning 'stick' in their classrooms.  Session titles were:

    - Dispelling Learning Myths

    - Interleaving and Retrieval – strategies for making learning stick

    - Making gains with learners of all abilities

    - Why Test? Exploring the benefits of testing

    - Encouraging students to embrace difficulties in their learning

    - Market-place of activities designed to 'Make It Stick'[16]

T&L Library/ Book Exchange

- Currently we have an area in the staff workroom, where a range of T&L books have been placed as a T&L library for staff to borrow. There is also a culture of book exchanges between colleagues which happens on an informal basis at the moment, and helped by the existence of the T&L book club.

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[10] https://www.tes.com/news/remote-learning-how-apply-rosenshines-principles Enser, M. (2021)

[11] Geoff Barton (2018) 'Creating a Climate for Learning' published online
https://www.magonlinelibrary.com/doi/abs/10.12968/sece.2018.1.7

[12] https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/#closeSignup

[13] Hattie (2015)The Applicability of Visible Learning to Higher Education

[14] EEF Report, Metacognition and Self-Regulation Review, May 2020

[15] Fisher, Frey, Rothenberg (2008) 'Content-Area Conversations'

[16] 'Making It Stick: The Science of Successful Learning' Brown, Roediger and McDaniel

- We aim to develop the physical and virtual T&L library in the next academic year. This will include increasing the books stored in T&L library and the system for borrowing these and setting up a virtual T&L library to make it easier to access links to recent research articles, 'quick read blogs' and making relevant EEF and ECF framework references more accessible to more staff.

## North East CelebratED Conference

- Members of the T&L team presented a workshop on retrieval and retention to delegates from a wide range of schools in the region at the North East Celebration of Education 18-19. This was based on the focus of students knowing more, remembering more and therefore being able to do more and in response to the study of the book Making it Stick[17]
- 12 members of staff from across subjects in school, attended the online conference this year hearing from a variety of speakers including Hywell Roberts, Rachel Lofthouse and Sam Twistleton with available further recorded sessions for them to access in addition to these.
- In normal times, key ideas from the conference would be further disseminated further.

## CPD - Action Research Group

- A structure for action research has been established including a cycle of planning, collecting data, reviewing and communicating findings. Action research was offered as one of the Twilight T&L CPD groups in 17-18. This involved a group of teachers reading current ideas and producing a summary of current research. This was used to plan and conduct a small scale study in their classrooms and then sharing their findings via a research poster in the T&L newsletter to all staff. The areas investigated were motivating students, improving results through reducing risk of failure, how can extra curricula activities support the wellbeing of students, increasing independence of students.
- Under normal circumstances this would have been continued this year within T&L twilights and plans are underway to have further action research groups next academic year.

## Use of research in provision of other training

- Part of the writing of any training sessions in school is looking at what we know works well for students, often utilising reviews of large bodies of evidence already compiled by EEF, or looking for other relevant studies.
- New staff sessions often include a link to some research or reviews of research in a particular area. This year this has referenced the work from Rosenshine[18], Mike Hughes[19] and Soderstrom & Bjork.[20]
- The Every Lesson Outstanding programme which was written by NETS (St. Mary's were part of the writing group for this) and delivered previously in St. Mary's 2015 – 2018 drew on educational research in the writing process and this was presented within this CPD programme.

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[17] 'Making It Stick: The Science of Successful Learning' Brown, Roediger and McDaniel

[18] Sherrington (2019) Rosenshine's Principles in Action

[19] Hughes (2001) Closing the Learning Gap

[20] Soderstrom & Bjork (2015) 'Learning versus performance: An Integrated Review'

- ITT training 20-21 was delivered to Carmel trainees on T&L for post 16. This sessions including developing independence and drew on some of the work on the A-level mind set[21]. This training is also to be adapted to use with our ECT year 2s as many begin to teach A-level in their second year.
- This year ITT students received training on literacy and work from the text 'Closing the Reading Gap'[22] informed the planning of this session.
- Prior to starting the ITT course 20-21 the cohort were given a reading list of materials which would be useful for them to have an awareness of before beginning their training year.

Use of research across departments in school

- Departmental meetings have a T&L focus. Departmental discussions are one way in which HODs encourage the wider reading of teachers' in understanding some of the recommended practices.
- For example, in English 'Closing the Reading Gap' and 'Closing the Vocabulary Gap'[23] were used to discuss the effective teaching of reading and vocabulary across the department. Teachers in the department regularly use of 'vocab doodles' and this idea is taken from this reading. How to teach English Literature, Overcoming Cultural Poverty[24] was also discussed in English department meetings and strategies focusing on pupil premium students were used from this text.
- In Science, there is a departmental teaching and learning focus for each half term. Some department meeting time is dedicated to the discussion of this specific area of T&L. Resources such as information from blogs, summaries and posters of research with further reading references, are placed on teams. Staff are encouraged to look at this area of teaching and learning within their practice over the half term and sharing ideas back as a department. Topics this year have included 'Spaced Practice and Retrieval Practice', 'Elaboration' and 'Interleaving'.[25] Posters summarise the information efficiently but also contain references to the journals the research has originally come from.
- HODs also use books and research to shape their departmental plans, for example Disciplinary Literacy and Explicit Vocabulary Teaching[26] has been used to inform development of curriculum plans and HoD work going forward in English.

[21] Oakes and Griffin (2016) 'A-level Mindset'
[22] Quigley 'Closing the Reading Gap'
[23] Quigley 'Closing the Vocabulary gap'
[24] Webb 'How to teach English Literature, Overcoming Cultural Poverty'
[25] https://www.learningscientists.org
[26] Mortimer 'Disciplinary Literacy and Explicit Vocabulary Teaching'