

## WORKSHOP ABSTRACTS

### 11:20 – 12:10 Workshop session 1

#### Promoting strategies for increasing pupils' engagement with learning (Sponsored by GTCE)

##### Collaboration and speaking & listening in the primary classroom

*Presenter: Colin Hill, Birkdale Primary School*

This workshop will explore ways of supporting teachers in promoting collaboration skills amongst primary aged pupils, and developing speaking and listening skills using a range of strategies, initially in group social situations. This workshop will help you, as a primary school practitioner, develop group strategies to enhance speaking and listening across the range of subjects offered in the primary school curriculum, encouraging quiet pupils to become active participants, whilst calming 'noisier' pupils in a group/class situation across the ability ranges.

##### Behaviour for Learning: Planning to get the best from your class...

*Presenter: Graeme Napier, Carr Hill High School & Sixth Form Centre*

The workshop will explore the behaviours that our pupils exhibit in the classroom, and consider how teachers can plan to get the best from pupils in their class. The findings of a research project will be discussed and explored through discussion and practical activities. The following themes will be explored:

1. How do learners react to interactions with the teacher?
2. What behaviours should we expect in our classrooms?
3. How can we plan to deal with behaviour effectively?

This workshop is particularly aimed at teachers in the first few years of teaching and those looking to explore issues around behaviour for learning.

### 11:20 – 12:10 Workshop session 1

#### Enhancing learning & raising achievement in mathematics in the classroom (Sponsored by NCETM)

##### Raising achievement in mathematics by enhancing the learning experience

*Presenter : Sarah Callender, Longbenton Community College*

This workshop will demonstrate some of the teaching activities that we have used to improve the learning experience of 'A' level students. The emphasis is very much on the study skills of students and how they can be developed.

In a research study carried out over the past 2 years these techniques have been found to:

- Increase subject uptake
- Improve results at AS and A2
- Increase student satisfaction
- Diversify the learning styles of student.

Although the focus of the research project was post 16 the strategies used are effective in Key stage 3 and 4.

##### Active learning in mathematics: introducing an enquiry-based approach.

*Presenter: Mark Richards, Lancaster Girls School*

The aim of this workshop is to explore the advantages of adopting an enquiry-based approach to teaching and learning mathematics. The workshop will include:

1. Practical ideas which you could try with your own classes.
2. Professional development approaches that your department could adopt.

##### Enabling enhanced mathematics teaching with interactive whiteboards

*Presenter: Fran Wilson, Parkside Federation*

The main aim of this workshop is to encourage you to analyse the impact of interactive technologies on teaching and learning mathematics in your classroom. It will summarise strategies found to be effective in achieving interactive learning and identify ways in which teachers can work collaboratively to develop an approach to learning which maximises the potential of the interactive whiteboard.

## 11:20 – 12:10 Workshop session 1

### **Narrowing the Gaps – Gender Agenda (Sponsored by DCSF)**

#### **Promoting childrens' writing: a practical curriculum approach**

*Presenter: Gill King, Heme Infant School*

This workshop will explore the main issues and successes arising from introducing cursive writing from entry into school in order to enhance creative writing opportunities by Y2. It will demonstrate the benefits for all children regardless of gender, Additional Education Needs (AEN) or ability.

It will provide you with the opportunity to review how your school approaches the writing process.

#### **Not just school uniform and no soap in the toilets: Engaging pupil voice by making school less 'schooly'**

*Presenter: Geoff Barton, King Edward VI High School*

This session will share some of the ideas implemented at King Edward VI School, a popular and oversubscribed 14-18 comprehensive in Suffolk. From their distinctive 3-session day, through an in-house catering service that sees hundreds of students sitting down each day to a meal with friends, to plants in corridors and a school council that gets beyond discussing school uniform and the state of the toilets ... the school has an ethos which is calm, civilised and grown-up (at least most of the time!).

Headteacher Geoff Barton will talk about how students are involved in leadership projects, in evaluating teaching and learning, and in becoming responsible, active citizens ready for the world beyond school. Two students will also be sharing their experiences of the project.

## 11:20 – 12:10 Workshop session 1

### **Implementing the 'Letters & Sounds' Programme in the Primary School and Improving writing through a creative approach (Sponsored by the National Strategies)**

#### **Implementing the "Letters and Sounds Programme" in the Primary School.**

*Presenter: Joan Rainford & Kate Miller, Netherton Moss Primary School*

The aim of this workshop is to illustrate the process of engaging with research and evidence by exploring how the Letters and Sounds Programme was implemented across all Key Stages at Netherton Moss Primary School. You will see how the initiative started and progressed, and how we accessed the programme to all pupils in the Foundation Stage, KS1, lower KS2 and those in need in upper KS2.

#### **Improving Writing through a creative approach**

*Presenter: Jenny Hindley St Phillips CEAP Warrington*

This workshop will explore creative ways of stimulating primary children to write so that they have an audience and purpose for writing and become enthusiastic and independent writers. You will explore the use of the Arts as a stimulus for writing and ways in which small world play encourages children to develop their written work.

Come and find out about "Superdays" a Warrington initiative to develop writing. This presentation will also show how assessment of the children's progress was linked to the Primary National Strategy.

## 12:20 – 13:10 Workshop session 2

### **Working with Evidence based CPD materials in schools to improve pupil learning (primary) (Sponsored by CUREE)**

#### **The art of discussion: Improving pupils' speaking and listening skills during group work.**

*Presenters: Lindsey Dixon, Kirsty Bilsborough and Louise Hawes, Shelthorpe Community School*

Do you find that your pupils squabble or go off task when you ask them to work in groups? Would you like to encourage more purposeful talk amongst your pupils?

The aim of this workshop is to use our research to help you explore ways of guiding your pupils towards holding productive conversations with each other. You will take part in activities that will help you to consider how you both structure pupil talk and the activities you offer your pupils

as a stimulus for their talk. You will also consider which areas of the curriculum lend themselves well to group work and discussion.

## 12:20 – 13:10 Workshop session 2

### Working with Evidence based CPD materials in schools to improve pupil learning (primary) (Sponsored by CUREE)

#### Using research evidence to take practice forward

*Presenter: Colin Isham, CUREE*

Research tasters are a way of helping practitioners engage with evidence and understand the implications for their practice. Each taster introduces a research finding which has something to say about teaching and learning. It then makes practical suggestions for teachers to gather their own evidence in the same area, and how they might develop their practice in the light of their findings. In this session you will have the opportunity to become familiar with these easy to use CPD resources, and discuss with colleagues how you might use them in your context. The session will introduce research tasters relevant to your practice whichever phase/sector of education you are in.

## 12:20 – 13:10 Workshop session 2

### Interactive ICT & Collaboration for Learning in Further Education (Sponsored by LSIS)

#### Does the use of voting sticks technology enhance teaching and learning?

*Presenter: Gill Sollenberger, Kingsland Skills and Enterprise Centre*

This workshop will explore the use of voting sticks technology (like 'Ask the Audience' on 'Who Wants to be a Millionaire?') in the classroom. It will give you the chance to try out this technology and explore that range of uses that it might have, such as for voting or assessment. It will also give you the opportunity to discuss with the researchers and others how effective such technology is as a learning tool to support pedagogy, looking at the both the pros and cons of its use.

### Strong Roots, Healthy Branches – Inspiring Creativity in Early Years Teaching through Peer Coaching

*Presenter: Karen Morgan, Section Leader Early Years*

Research Focus:

1. Interactive learning resources used to teach 16-19 year olds how to teach Early Years
2. The use of peer coaching to encourage the use of these resources

This workshop will explore the use of peer coaching to encourage the use of new teaching methods. You will have the opportunity to try these new methods (designed for teaching Early Years teachers but they could be used in any setting). The researchers developed a peer coaching framework to encourage collaboration in their setting after receiving new resources to try. You will also have the opportunity to discuss the use of this strategy, helping you to develop one for use in your own context.

## 12:20 – 13:10 Workshop session 2

### Narrowing the Gaps – Gender Agenda (Sponsored by DCSF)

#### Motivation – how to improve your teaching methods of boys at A Level.

*Presenter: Kate Sida, Acting Head of English at King Edwards VI School*

This workshop will investigate and explain the methods that I used to motivate a group of bright but lazy boys in my A Level English Language classes. I will demonstrate my use of specific AFL methods including paper cups but also the TASC model.

By the end of the workshop you should have some new ideas to take back into your A Level classes.

#### Students As Researchers (STARS): 'Enhancing Classroom Challenges'

*Presenters: Dr Anne Hudson and Shah M Wahiduzzaman, Central Foundation Girls' School*

The main aim of this workshop is to explore messages from student led research into classroom challenges and attitudes. The research produced suggestions about approaches to raising achievement in the core subjects, which the workshop will explore.

## 12:20 – 13:10 Workshop session 2

**Can we change pupils' perceptions of creativity in Science and Mathematics? (Sponsored by CapeUK)**

**Can we change pupils' perceptions of creativity in Science and Mathematics?**

*Presenters: Riffat Wall and Jane Tancred, Urmston Grammar School; Elaine Bennet, visual artist; Kath Shackleton and Zane Whittingham, Zoom animation.*

This workshop, funded by CARA2 (Creativity Action Research Awards), will show how pupils' perceptions of creativity in science and mathematics changed as a result of 'The Da Vinci Project'. You will have the opportunity to explore how cross-curricular projects can encourage creativity in pupils whilst helping them to identify connections between subjects. Discover how a collaborative approach can bring together teachers from different faculties and external partners to investigate the effect of creativity on pupil learning and motivation.

Working with a visual artist and animation team you will be able to experience some of the activities used to promote creativity during the project. This presentation will also include discussion about the action research process and you will have the opportunity to examine an interesting range of data capture tools e.g. questionnaires, a creative journey wall, photography and creativity logs.

**14:00 – 14:50 Workshop session 3**

**Working with evidence based CPD materials in schools to improve pupil learning (secondary) (Sponsored by CUREE)**

**Assessment for Learning – your questions answered**

*Presenter: Geoff Browne, Anglo European School*

The main aim of this workshop is to demonstrate how peer assessment and assessment for learning can offer a new slant on the more traditional teacher-generated notes or structured assessment questions from the textbook. The presentation will illustrate the assessment for learning process and explore the possibilities of reducing teacher workload as pupils actively engage and respond to peer marking.

Participants will leave the workshop with some practical suggestions on how Assessment for Learning and Peer Assessment can be integrated into their own teaching practice.

**Find the Stepping-Stones to Meta-Cognition**

*Presenter: Andrew Price, Anglo European School*

This interactive workshop will explore meta-cognitive questioning skills using an historical context. Working in small groups you will be encouraged to experience the meta-cognitive process from the learners' perspective. As a result of participating in this innovative workshop you, as a mainstream teacher, may ponder a series of questions:

1. How can I use meta-cognitive questioning to improve the personal awareness and development of my students?
2. Can I easily incorporate this questioning technique into my everyday teaching style?
3. How will what I have experienced today, impact on myself as a lifelong learner?

**14:00 – 14:50 Workshop session 3**

**Improving teaching & learning through ICT (Sponsored by Becta)**

**Introduction to the use of Virtual Learning Environments (VLE)**

*Presenter: Brian Lockwood, Eggescliffe School*

The aim of this workshop is to introduce the principles of how teaching can be delivered using VLEs and to consider the wider implications of their use. This will be achieved by considering three questions.

- 1) Can a VLE help you develop and utilise new ways of teaching?
- 2) Can a VLE assist as a tool in managing workload and improved use of resources?
- 3) What are the practical issues arising from the use of a VLE?

The VLE at Eggescliffe School is a mature installation that has been an integral part of the school for five years. At this workshop you will have the opportunity to try out a VLE system and ask additional questions about the setting up, maintenance and management of a system. You will have access to research data collected from

experienced VLE users, both students and staff, and be informed about Learning Platforms.

### **A New Way of Looking**

*Presenter: Eleanor Burkett, Abbs Cross School and Arts College*

The workshop will explore the experiences of students who have used interactive learning material on handheld computers in a gallery to support their understanding and appreciation of artwork. The wider implications of using new technology to change relationships between teacher, learners and subject matter will be considered and the possibilities and challenges of using mobile technology in a variety of subject areas and across Key Stages will be explored in a practical way.

## **14:00 – 14:50 Workshop session 3**

### **Narrowing the Gaps – Gender Agenda (Sponsored by DCSF)**

#### **How Assertive Mentoring can Conquer Laddishness**

*Presenters: Eamonn Farrer, Hurworth Comprehensive School*

In this workshop you will hear how a unique system of Assertive Mentoring has been researched, developed and used to conquer Laddishness and transform pupil performance at the Hurworth Comprehensive in Darlington. Chief executive, Eamonn Farrer, will explain the principles and systems involved in Assertive Mentoring and how they enable students to achieve their maximum potential but crucially without loss of status as lads or laddettes. You will have opportunities to analyse videoed role plays to identify soft or assertive mentoring characteristics and to consider and discuss how the latter could be applied in your own situation. At the end of the workshop you will come away with an excellent handbook which outlines the principles and systems of Assertive Mentoring and which contains guidance and tools to support you in setting up and evaluating Assertive Mentoring in your own situation.

**Using a system of shared protocols to build a research community of staff and pupils within a network of schools.**

*Presenters: Tony Pryke, Steve Doneghan and Jane Banks, Seaham School of Technology*

In this workshop you will explore how networks of schools can establish research communities through the use of shared protocols and how these protocols can be used to include pupils in the enquiry process. You will hear the key learning to date of an on-going enquiry-based project operating within a network of 17 schools (the SEAMS Partnership, established in 2000) and learn how they have used tried and tested protocols, for example Account of Practice, as effective and powerful research tools. You will leave the workshop with clear descriptions of protocols and data collection instruments which you can use in your own establishment.

## **14:00 – 14:50 Workshop session 3**

### **Innovating the Primary Curriculum (Sponsored by QCA)**

#### **Students planning the curriculum? A motivation tool.**

*Presenter: Chris Potter, Bailey's Court Primary School.*

This workshop will explore the main issues and successes arising from a project in which six underachieving students were given the chance to plan part of the Key Stage 2 literacy curriculum in order to see if this boosted their levels of motivation. This workshop will help you, as a mainstream teacher; plan to boost pupil motivation through co-construction of the curriculum.

#### **How do we create an exciting curriculum that is relevant to 'today's' children and develops their Key life skills?**

*Presenter: Jackie McGuinness, Janet Rogers & Claire Thomas, Four Dwellings Primary School*

This workshop will share how a primary school transformed their teaching and learning through using a topic based approach incorporating the essential key skills. Traditional planning was failing to meet the varying needs of the pupils that the school served. Teachers decided to go back to the National Curriculum programmes of study to see what the children *must* learn. By finding out what the children already knew, they could block together a sequence of lessons that

were predominantly driven by the children's questions and what the children wanted to find out. Children and teacher's enthusiasm and motivation increased and there was a marked improvement in the pupil's knowledge, understanding and transferable skills.

### **Transition and beyond – moving forward together**

*Presenters : Judy Matthiae and Gaynor Gaynor, Broadmeadow Junior School*

This workshop will explore the main issues surrounding transition from Key Stage 1 to Key Stage 2 in a separate Junior and Infant setting. It will present the main findings of the research and look at the way these were addressed through the project. Also included will be details of the development of a transition unit of work linking the two Key Stages. The workshop will focus on the impact and sustainability of the new initiatives developed.

### **15:00 – 15:50 Workshop session 4**

#### **Excellence in School Leadership (Sponsored by NCSL)**

*Presenters: Andy Coleman, NCSL; Neil Birch, Highview Sch & Derek Peuple, Park House Sch*

National College for School Leadership's Research Associates programme offers support for senior school leaders and leaders of children's centres to engage in enquiry and undertake research that will impact on practice. Through this, they will embark on an experience that provides both personal and professional development.

This workshop provides an introduction and overview of the Associates programme. As part of this two former Research Associates offer reflections on their experiences of the programme and the impact that it had on them and their schools.

### **15:00 – 15:50 Workshop session 4**

#### **The Enquiring School: Using action research to enhance key stage 1 pupils' speaking and listening (Sponsored by Essex LA)**

*Presenter: Marrie Webster, Marilyn Cook & Graham Handscomb, Hatfield Peverel Infant School & Essex Local Authority*

This workshop is about our experience of becoming an effective research engaged school. You'll find out how we focused on children's developing speaking and listening skills and explored the impact of rhyme and rhythm over time. We'll talk about our approach, the strategies we used and the positive impact we observed.

We'll share with you the features we found to be important when a school wants to engage in research, including the significance of school culture, the availability of resources and access to advice.

### **15:00 – 15:50 Workshop session 4**

#### **Managing Gender Difference Issues in the Design and Technology Workshop and Beyond (Sponsored by NTRP)**

*Presenter: Natalie Griffiths, Cottingham High School and Robin Bevan, Southend High School for Boys*

The aim of this workshop is to develop your understanding of the interaction of girls, boys and the resources and machinery they use within the Design and Technology workshop, also applicable to practical lessons within other subjects. In a two-stage enquiry, involving survey and new media technology methods, investigation was carried out to identify gender differences in the learning environment with resultant strategies implemented and tested. This session will discuss the outcomes of that research and also consider the ways in which boys and girls learn differently, with an opportunity to explore strategies to overcome gender difference issues. Evaluation of your own pedagogy regarding gender issues will be encouraged with the opportunity to discuss and review further gender related insights from the classroom.

## 15:00 – 15:50 Workshop session 4

### Using pupil voice to enhance teaching and learning (Sponsored by Southend LA)

#### Using learning logs to explore the views of Exceptionally Able (EA) boys on learning inside and outside the classroom.

*Presenter: David Burnett, Westcliff High School for Boys*

This research workshop will focus on three main areas.

- The key role of the teacher in provision for Exceptionally Able (EA) students.
- Creating student involvement and engagement, or a 'climate for learning'
- Effective use of Student Voice- using learning Logs to improve teaching and learning.

During the workshop it is hoped you will gain an insight into the thinking of EA students and the positive use of challenge, engagement and creativity. It will help with Co-construction, making a reality of buzz phrases and also giving practical ways to build learning experiences with students which are stimulating and intriguing.

There will be audience participation to help build engagement quickly and create a climate for learning similar to that valued by EA students. This workshop will help with ideas on how to take EA students into the future and see the point of learning.

#### Authentic Pupil Voice That Transforms

*Presenter: Sue Attard, Lark Rise Lower School*

The aim of this workshop is to share an action research approach that leads to pupils taking control over their learning and thereby making the experience in school real and personal. You will see how you can turn an initiative led education system into a child centred learning community that will develop the leadership potential of pupils.

This workshop will assist you as a classroom based practitioner or school leader to identify the journey from tokenistic to transformational pupil voice by exploring methods of collecting data that grow with the knowledge and understanding of the teacher and children as they enquire about areas of learning and teaching. The workshop will be illustrated with clips of what the children and staff say about the project that has transformed academic performance and behaviour as well as enhancing the teacher as a reflective practitioner.