

| | Sports Hall | Theatre | 6th Form library | G12 | G13 Drama: Including Institute of Ideas | G14 | G9 | G21 | G23 | G25 | G25a | G27 | G29 |
|-----------------------------|--|--|--|--|---|--|---|--|---|--|---|---|--|
| Registration 9:00 – 9:45 | | | | | | | | | | | | | |
| Welcome 9:45 – 10:05 | Tom Bennett & Alex Thomas, HT | | | | | | | | | | | | |
| Session 1 10:10 – 10:50 | Nick Gibb <i>Topic TBC</i> | Laura McInerney <i>Perfectionism: what the research says, & why it's ruining teachers</i> | Joanna Williams <i>Beyond sex education: can we teach relationships?</i> | Debate 1: <i>Panic attack: what is the evidence for a mental health crisis?</i> Dr Frankie Anderson, David Clements, Emily Frith, Dr Pooky Knightsmith Chair: Gareth Sturdy DOUBLE SESSION | | Jon Brunskill <i>What's the best way to teach primary children? A live experiment.</i> | Richard Skelton <i>Increasing Children's Learning Capacity: The Start Of A Cognitive Curriculum?</i> | Jude Hunton and Chris Peirce <i>How to meet the challenge of leading and teaching the new English curriculum</i> | Bart Shaw and Eleanor Bernardes (LKMcO) <i>New Social Mobility Commission report on the relationship between ethnicity, gender, poverty and educational attainment</i> | Vikki Weston and Clarissa Valiquette <i>Dynamic teaching and learning: you ARE the Problem Solvers (based on C. Leadbeater's new publication)</i> | Suzanne O'Farrell <i>A Marked Improvement? Rethinking Marking and Feedback</i> | Sri Pavar <i>Applying Cognitive science to STEM teaching</i> | James Murphy <i>Direct Instruction in classrooms - What it is and how to use it</i> |
| Session 2 11:00 – 11:40 | Rob Coe <i>Assessment (what every teacher needs to know)</i> | Becky Allen with Ed Dorrell, Sam Freedman, Jonathan Porter <i>How to win the argument against opening new grammar schools</i> | Martin Robinson <i>What Is The Role For Research In Arts Education?</i> | | | Plonie Nijhof and Rodica Ernst Militararu <i>How teaching metacognitive skills with the META-method changes teachers and students</i> | Jen Persson <i>The Lord of all Things: an epic journey into the National Pupil Database</i> | Tarjinder Gill <i>The Abuse Cycle: Implications for Schools and Teachers</i> | Money Advice Service Russell Winnard, Kirsty Bowman-Vaughan and Ann Griffiths <i>What's the point of financial education? Reporting from a trial to fill research gaps, improve Maths grades, and reduce future over-indebtedness</i> | Marilyn Leask, Sarah Younie and Jon Audain <i>Calling time on chaos: Our personal responsibilities for R & D in a self-improving education system</i> | Coalition for Evidenced-Based Education: Matt Walker (NFER); Ben White (Ashford Teaching Alliance); Katy Theobald (The Future Leaders Trust) <i>How do we create the conditions in schools for research-engagement to flourish? A consultation by CEBE</i> | Gary Jones <i>Evidence-based school leadership and management: Are we missing something?</i> | James Murphy <i>Research designs you can use in the classroom</i> |
| Session 3 11:50 – 12:30 | Daisy Christodoulou and Chris Wheadon <i>A valid and reliable timesaver? Comparative judgment of year 6 writing</i> | Tim Oates <i>Why curriculum matters</i> | Natalie Perera <i>Trends in educational interventions and outcomes: Lessons and challenges for government</i> | John Tomsett <i>Developing a school-wide evidence-informed approach to teaching & learning</i> | Jo Facer <i>We have overcomplicated teaching</i> | Andre Tomlin <i>Critical thinking to ditch dodgy claims about mental health: helpful tips from the National Elf Service</i> | Charlie Stripp <i>A vision for maths education for 2020 and beyond</i> | Stephen Hickman <i>The unconscious curriculum. Some reflections on how the unconscious works its way into our classrooms, staffrooms and school processes</i> | Christina Preston and Sarah Younie (Mirandanet) <i>Professional development or surveillance? Transforming classroom practice through real time in-ear coaching</i> | Kieran Halliwell <i>Research: the trials, the glories and the gaps</i> | Alex Pett <i>Culture as a [dis]advantage in school performance</i> | Stuart Kime <i>Assessment: the Unclaimed Prize of Learning</i> | |
| Lunch | | | | | | | | | | | | | |

