Be our guest and indulge in our exciting opportunity to join Daniel Muijs – (Deputy Director, research and evaluation at Ofsted), Alex Quigley (Senior Associate at the Education Endowment Foundation), and a host of local presenters as they share recent research theory and give practical advice on ways to implement these ideas within the school setting and classroom practice.

Following Keynote speeches from both Daniel Muijs and Alex Quigley, focused sessions will include presentations on metacognition, the principles of instruction, retrieval and spaced practice, scaffold for improved pupil performance, developing oracy, sophisticated expression in English and much more.

Over refreshments, discuss ideas and network with other classroom teachers, SLT members, support staff, and middle and senior leaders currently undertaking their NPQ course. Learn about the Evidence Based Fund - supported research projects currently running and their impact so far. Seize the opportunity to pose further challenge and questions to all presenters following your chosen focused sessions. And finally, don’t miss the closing panel allowing guests to pose further questions to both Daniel Muijs and Alex Quigley. A full conference agenda will be released closer to the event date.

The Golden Thread Keynote Speakers:

**Daniel Muijs @ProfDanielMuijs**

Daniel is Deputy Director for Ofsted’s research and evaluation programme. This includes oversight of Amanda Spielman’s new multi-year research programme into the curriculum across all phases of education, and ensuring the 2019 Education Inspection Framework is informed by the best possible evidence from research and academia. Previously Daniel was Professor of Education at the University of Southampton.

**Alex Quigley @HuntingEnglish**

Alex works at the Education Endowment Foundation. Alex joined the EEF in 2018 after fifteen years working as an English teacher. Alongside his teaching role, he was the Director of Huntington Research School, in York. He is author of books including ‘Closing the Vocabulary Gap’ and ‘The Confident Teacher’. Alex also co-authored the ‘Metacognition and self-regulated learning’ guidance report and the imminent ‘Secondary Literacy’ guidance report. Alex will also present the focused session: The Golden Thread of Metacognition.
The Golden Thread Presenters:

Kate Bonney
Kate is the Head of Robert Arkenstall a rural primary school in East Cambridgeshire. Prior to teaching Kate worked in advertising and unsurprisingly communication skills are a passion for her. Kate taught in Hampshire and Wiltshire before coming to Cambridgeshire 7 years ago and sees clearly the impact of the locally more isolated rural communities in supporting families, where facilities like libraries are hard to reach.

The Golden Thread of Recall – Retrieval Practice
Kate and her team have taken advantage of the Opportunity Area Evidence Based Fund for Priority 1 to explore the impact of giving children dedicated talk time to enhance their language skills without requiring any other resource than an attentive adult. Borne of the sense that children’s conversational skills were diminishing, Kate will present the research behind the project and share the strategies employed along with the positive impact it has had.

Rebecca Pentney
Rebecca is the East Cambs and Fenland Research school Lead. Based at Littleport Community Primary School, Rebecca has 18 years’ experience including middle and senior leader posts. Working with the EEF (Education Endowment Foundation) Rebecca has been involved in feedback for development of the Metacognition and self-regulated learning guidance report and is currently an advisory panel member for development of SEND Guidance.

The Golden Thread of Support - CT and TA Scaffolding for Improved Pupil Independence
Rebecca’s workshop will explore the evidence around Teaching Assistant deployment and pupil independence. Using this starting point, her session will explore how developing CT and TA roles to support pupil independence can have an impact on behaviour and outcomes. Her session will include a review of practical ways in which scaffolding independence can be developed using the EEF guidance report as a reference (guests will receive a hard copy of the booklet to take away).

Francois Nieuwoudt
Francois has 15 years’ experience in senior management on 2 continents. His work in the field of restorative justice has been instrumental in developing two schools in Cambridgeshire and, due to this success, has been invited to schools throughout Cambridgeshire to support training staff at all levels in the creation and implementation of behavioural systems.

The Golden Thread of Behaviour - Systems of Restorative Justice
Francois will present the successful restorative justice techniques implemented for incidents such as bullying, anti-social behaviour, truancy, theft and constant disruptions to lessons. His session explores how offenders are encouraged to face up to their actions, understand where they have been wrong, and the effects of their actions on other people. His session will outline how this positive reaction to a negative incident leads to more emotional intelligence for both the offender and the victim.

Bessie Owen
Bessie is Assistant Principal at Witchford Village College with responsibility for Teaching and Learning, Curriculum and ITTs/NQTs. She has worked at several secondary schools as an English teacher both in the UK and abroad. Bessie is also CELTA trained with a background in teaching EFL.

The Golden Thread of Classroom Practice - The Principles of Instruction
The focus of Bessie’s presentation will be to explore how Barak Rosenshine’s Principles of Instruction can be used in a practical manner to support excellent outcomes for all students. The workshop will incorporate practical strategies that Bessie has successfully implemented in the classroom setting.

Jess Fletcher
Jess Fletcher is currently Lead Practitioner for English at Witchford Village College, having taken the post this academic year. With an interest in cultural capital, she is redesigning the English curriculum to encompass canonised and marginalised writers, exposing students to the big ideas and creating analytical thinkers.

The Golden Thread of Argument - Why PEE is Dead
In reaction to reformed GCSEs, articulation and coherence in writing has become increasingly academic. Traditional, and formulaic, constructions of analytical writing (e.g. PEE) are self-limiting, yet, with an embedded over-reliance on these structures, students find it difficult to write more organically. Jess’ workshop focuses on methods of teaching a fluid and critical writing style, avoiding empty phrasing, to attain maximum marks and providing students with more sophisticated expression.

Krista Carson
Krista is a secondary school English teacher and Research Lead in Cambridgeshire. She completed her Masters of Education at Cambridge University in 2016, with a focus on effective use of formative feedback in lessons.

The Golden Thread of Recall - Retrieval Practice
Briefly outlining the research that led her to the use of retrieval practice, Krista will then offer practical ideas as to how retrieval techniques can be used in and across lessons. Time will also be devoted to effective use of formative assessment to help inform the planning of retrieval techniques.

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and choose your preferred focus sessions