

CPD Projects 2020-2021

Why projects?

“Professional development only matters if it translates from paper to practice, driving real improvements in student learning” Leverage Leadership

We are excited to relaunch our CPD Projects because they enable you to:

- Receive in-depth CPD on a development area of your choice
- Discuss research and evidence
- Work collaboratively with colleagues from across the school
- Embed your learning in the classroom and get practical
- Develop your presentation skills as you share and reflect on your project

How does it work?

You chose one project from a variety of themes – linked to the Teaching Standards. You will:

- Attend 3 x 90 minute workshops (The first will be a refresher from last year)
- Select an area of interest and focus (e.g. underachieving boys) and identify a cohort of three students that could be observed in each class
- Identify the precise issue (e.g. underachieving boys not developing detail of responses)
- Research evidence-backed strategies
- Define impact measures
- Observe the impact of the strategy in triads
- Coach in pairs following T&L visits
- Evaluate on a term x term basis

Example of project enquiries include:

- What impact does the completion of a learning diary have upon the confidence levels of Key Stage 4 anxious girls when faced with a challenge?
- How might using challenge grids improve the long term memory and recall practices in underachieving Year 9 pp boys?

Project	Links to Teaching Standards	Facilitator
Raising Aspirations & Promoting Progress	TS1, 2, 8	Mr R. Gabarasdig AHT Catholic Life/HOD RE Mr Dominic Riste HOY Yr8
Curriculum Design & Delivery	TS3, 4, 8	Mrs N Thompson DHT Curriculum & Assessment Mrs U Mullarkey Lead Practitioner KS5
Exceptional Pedagogy & Practice	TS2, 4, 5, 8	Mrs L Pueyo Agudo Lead Practitioner & 2 i/c MFL Ms S Hunter 2 i/c DT
Perfecting Pastoral Leadership	T1, 2,6 7,8	Mr Matt Owen AHT
The Science of Learning	TS2, 3, 4, 5, 6, 8	Mrs A Whiley Lead Practitioner Mrs E Wilgoss NQT/RQT Coordinator
Aspiring Middle Leaders	TS8	Mrs L Mouaraki HOD MFL
The Digital Classroom	TS1, 2, 4, 5, 6, 8	Mr S Eason AHT KS3 Mr D Taune Digital Ed. Coordinator/HOD CS
Leading Highly Effective Behaviour & Attitudes	TS1, 4, 5, 7, 8	Mr Richard Poddington Deputy Head teacher – Pastoral Mr Simon Lucraft AHT KS4 Pastoral



Raising Aspirations & Promoting Progress

Project Overview: Why choose this project?

Set high expectations which inspire, motivate and challenge pupils and promote good progress and outcomes by pupils – these are the first two teaching standards but how do we ensure that students feel inspired and motivated to learn? What makes learning engaging and enjoyable? How do we know if students are learning?

These are questions which we will tackle throughout this CPD programme as well as giving away tons of activity ideas, strategies and tips to raise aspirations and promote progress!

Workshop Date	Focus Question	Objectives
Workshop 1 14.10. 19 (review on 16.11.20)	<i>What motivates us to learn?</i>	How do we create conditions which are favourable to learning? Building motivation to learning (extrinsic and intrinsic motivation) How to capture curiosity.
Workshop 2 11.01.21	<i>What does it mean to challenge learners?</i>	Understanding that we learn more when we are challenged to learn more. How to challenge all learners of all abilities
Workshop 3 26.04.21	<i>What is good progress?</i> <i>Looking at the Bigger Picture</i>	Assessment and Evaluation procedures that encourage goals Joining up all the learning.

Recommended Reading List:

1. Better behaviour benefits everyone. Why inclusion is good for all – Tom Bennett
2. Thinking Christian Ethos: The Meaning of Catholic Education - David Albert Jones and Stephen Barrie
3. Inside the Black Box: Raising Standards Through Classroom Assessment - Dylan Wiliam and Paul Black

The Facilitators

About Rueben Gabrasadig

Reuben Gabrasadig is Head of Religious Education at All Saints Catholic School and recently appointed AHT promoting the Catholic Life and Ethos across the school & wider community. Having completed his initial teacher training at the Institute of Education has gained several years of experience working in London Schools. Reuben, works within the Diocese of Brentwood delivering formation to young people and specialises in sacrament preparation and apologetics.

About Dominic Riste

Dominic Riste is an English Teacher and Head of Year at All Saints Catholic School. Since completing a Masters in Victorian Literature, he has been a Year Leader for 4years in the area of East London, taking a cohort through KS4 and then taking over a new year group at All Saints. He has previously worked on projects aimed at raising aspirations through extra-curricular engagement and raising attainment through interventions with a Year 11 year group, and underachieving male students. He has completed an NPQML project aimed at improving students' literacy, cultural capital and reflective learning.

Curriculum Design & Delivery

Project Overview: Why choose this project?

This workshop allows time to reflect on the curriculum means and to discuss the impact curriculum has in your area of teaching. Discussions and readings will focus on what is a 'rich' curriculum along with ideas of raising the bar and closing the gap at GCSE. At the end of this CPD you will be able to review the curriculum within your subject area and have the skills to make changes to enhance a skills and knowledge based curriculum.

Workshop Date	Focus Question	Objectives
Workshop 1 14.10. 19 (review on 16.11.20)	<i>What is a curriculum?</i>	<ol style="list-style-type: none"> 1. Consider what 'curriculum' is and what is important to take into account when designing a curriculum. 2. Learn about substantive and disciplinary knowledge and consider how this may impact curriculum design.
Workshop 2 11.01.21	<i>What is a knowledge rich curriculum?</i>	<ol style="list-style-type: none"> 1. What is the difference between a 'knowledge rich' curriculum and a 'skills based' curriculum. 2. To learn the advantages and key components of each approach. 3. To consider how this applies to your school curriculum and lesson/unit planning
Workshop 3 26.04.21	<i>Links between curriculum and teaching and learning. Outcomes of CPD</i>	<ol style="list-style-type: none"> 1. Consider implications for teaching and learning 2. Sharing of outcomes of the CPD project

Recommended Reading List:

Workshop 1: Taking the curriculum seriously \\allsaints\shared areas\Staff Shared Area\T&L\CPD 2019-20\AS EP 2019_20\Curriculum design

Workshop 2: Mannion article and Sherrington article \\allsaints\shared areas\Staff Shared Area\T&L\CPD 2019-20\AS EP 2019_20\Curriculum design

The Facilitators

About Nicola Thompson

Nicola Thompson is the Deputy Headteacher for Curriculum and Assessment at All Saints Catholic School and she has over twenty years teaching experience. During this time Nicola has held a number of positions of responsibility including Head of Physics, Head of Year (seeing a year group through from Year 7 to Year 13), Assistant Headteacher with responsibility for Information, Advice and Guidance. Nicola has Fellowship status from the Chartered College of Teaching and has successfully completed the NPQH.

About Ursula Mullarkey

Ursula Mullarkey is the Lead Practitioner for KS5. She started teaching at All Saints as an NQT in 2002 after qualifying with a BSc (Hons) and H. Dip in Education (Hons) from the National University of Ireland. Since then Ursula has held various roles such as Deputy Head of Year, Head of A-level Biology, KS4 Science Co-Ordinator and more recently has become a Specialist Leader in Education along with becoming a member of SLT. Ursula enjoys working alongside students and is passionate about raising pupils' attainment through data analysis and developing intervention strategies through forward thinking and critical awareness for all pupils.

Exceptional Pedagogy & Practice

Project Overview: Why choose this project?

This project examines three areas of teaching and learning which research has shown to have an impact on students' outcomes across the ability spectrum. You will analyse how you can use modelling to enhance the learning of students in your lessons by engaging in research and looking at different ways you can embed modelling. In addition, you will explore how to create an accessible but challenging learning environment so all students can thrive. Lastly, you will have the opportunity to review your understanding of questioning and the effectiveness of different methods to maximise students' performance in areas of expertise.

Workshop Date	Focus Question	Objectives
Workshop 1 14.10.19 (review on 16.11.20)	<i>How does modelling and scaffolding enhance student learning?</i>	<ul style="list-style-type: none"> To understand what modelling and scaffolding is. To engage in research and discuss the effectiveness of different modelling and scaffolding methods. To develop a range of scaffolding activities to ensure the 'underestimated third' make progress.
Workshop 2 11.01.21	<i>Why must all learners be challenged? How can you unlock the power of your questions to maximise understanding?</i>	<ul style="list-style-type: none"> To review understanding of challenge. To examine how to create a challenging environment so your students can thrive. To examine how questioning develops students' understanding . To explore the research findings on the impact of effective questioning. To boost your questioning technique by looking at different methods.
Workshop 3 26.04.21	<i>How has our focus on exceptional pedagogy and practice helped attainment?</i>	<ul style="list-style-type: none"> To consolidate understanding of modelling, scaffolding and challenge as key elements of exceptional pedagogy in the classroom. To share the findings of the researched based projects.

Recommended Reading List:

Workshop 1:

Principles of Instruction. Research Based Strategies that All Teachers Should Know. Barak Rosenshine.

Workshop 2:

- What makes great teaching? Robert Coe, Steve Higgins and Lee Elliot Majorjune.
- Teachers' Education and Experiences Relative to Promoting Successful Questioning and Discussion Techniques. Yvette Powell Robitaille and Nancy Maldonado.

The Facilitators

About Laura Pueyo Agudo

Laura Pueyo Agudo is a Lead Practitioner and EAL coordinator at All Saints Catholic School. She completed her training in Spain and she has been teaching Business and Languages in England for the last seven years. Having successfully introduced Spanish as a new subject in the Curriculum at All Saints, Laura is a passionate practitioner who enjoys developing other members of staff. Last year she completed the NPQML course where she lead a project on how to help students retain information by using retrieval practice.

About Sarah Hunter

Sarah is a passionate technology teacher who is second in department at All Saints, having moved from a lead teacher position. Sarah has taught in a wide range of schools within London in the last 8 years, including an all-boys school in East London. She is motivated by the want to improve not only her own practice but, also the outcomes for students outside of her own classroom. She runs a teaching and learning forum every half term where she enjoys being able to promote pedagogical discourse between staff, giving staff a place and o opportunity to share good practice in a friendly and encouraging environment.

Perfecting Pastoral Leadership

Project Overview: Why choose this project?

This project aims to develop your leadership skills with a focus on pastoral issues. In the first session we will look at providing you with a range of strategies to manage students who display consistently poor behaviour. In addition, by applying the theory of marginal gains to your leadership it will ensure that attendance and punctuality remain at the forefront of your vision. In session two, the aim is for you to feel confident in looking at, analysing, and developing interventions that will support students within your year group. Finally, we will show you how to optimise your tutor team strengths and ensure they have opportunities to develop their skills and contribute to your vision for the year group. During the final session, you will share your projects with the rest of the group.

Workshop Date	Focus Question	Objectives
Workshop 1 16.11.20	<i>The nuts and bolts of pastoral leadership</i>	<ol style="list-style-type: none"> 1. Understanding underlying factors of consistently poor behaviour 2. The importance of 1% in pastoral leadership 3. Applying existing strategies effectively.
Workshop 2 11.01.21	<i>Analysing school data</i>	<ol style="list-style-type: none"> 1. To understand how to use school data to develop and inform action plans 2. To be able to use school systems to generate reports 3. Understand and use the school comparison tool
Workshop 3 26.04.21	<i>Building an effective team Outcomes of CPD</i>	<ol style="list-style-type: none"> 1. The characteristics of effective teams and the reasons why some don't work 2. The stages of team development within a school 3. Sharing of outcomes of the CPD project

Recommended Reading List: Everyone succeeds, Steve Margetts

Workshop 1 – Chapter 2, Student Behaviour & <https://jamesclear.com/marginal-gains>

Workshop 2 – Chapter 6, Data analysis

Workshop 3 – Chapter 4, We can all get better

The Facilitator

About Matt Owen

Matt is Assistant Head with responsibility for pastoral care at KS5. He previously worked as a Year Curriculum Leader for 7 years, supporting large year groups across KS3 and KS4 through to success in their final examinations. He believes in positive teacher-student relationships and the importance of understanding every individual in order to have successful outcomes. Through completion of his NPQML and NPQSL, Matt has learned to see data as a tool to provide further questions and investigations before structuring and developing correct interventions/support. He has developed the role of the form tutor as being a key factor in supporting students through their school career. He has a track record of developing excellent relationships with parents and has good communication skills.

The Science of Learning

Project Overview: Why choose this project?

Develop an understanding of how students learn and investigate how you, as a facilitator for learning in the classroom, can empower students to engage in their own learning. Understanding this can be the key to unleashing the full potential of our students. We will focus on how students revise for exams, as well as the implications of Cognitive Load Theory for Teaching and Learning. There'll be an opportunity to think deeply about how sequencing and scaffolding might work in practice within your own context and how you can collaborate with colleagues in developing more effective strategies across the school. You'll engage critically with research about metacognition, retrieval practice, and how to optimise learning opportunities whilst also considering the implications for Teaching & Learning within your context.

Workshop Date	Focus Question	Objectives
Workshop 1 14.10. 19 (review on 16.11.20)	Learning to Learn: What evidence supports knowledge retention and improves outcomes?	How students revise for exams Implications of Cognitive Load Theory for teaching and learning. Think deeply about how sequencing and scaffolding might work in practice within your own context
Workshop 2 11.01.21	What are the most effective strategies in developing the long term memory? How can we enable students to become more effective learners in our classrooms?	Develop an understanding of effective learning and retrieval practice Engage critically with research about effective learning and retrieval practice Consider implications for Teaching and Learning
Workshop 3 26.04.21	How has our focus on effective strategies for knowledge retention and retrieval practice helped our students to become more effective learners?	To consolidate our understanding of metacognition and the benefits of effective strategies for knowledge retention/retrieval practice. To share the findings of the individual classroom based projects.

Recommended Reading List:

Workshop 1:

1. Cognitive Load Theory and its application in the classroom written by Dominic Shibli, Senior lecturer in secondary science, University of Hertfordshire, and Rachel West, Head of Psychology, The Nobel School
2. Learning to learn: Using evidence to enhance knowledge retention and improve outcomes written by Caroline Creaby, Deputy Headteacher and Research School Director, Sandringham School; Kate Mouncey, Head of Sixth Form and Research Lead, Sandringham School; and Karen Roskilly, Research Lead, Sandringham School

Workshop 2:

1. Optimising Learning Using Retrieval Practice - Megan A. Sumeracki, Rhode Island College and Yana Weinstein, University of Massachusetts Lowell
2. Effective learning: Beyond the traditional/progressive Punch and Judy show written by Guy Claxton, Visiting Professor of Education, King's College, London

The Facilitators

About Amy Whiley

Amy is an English Teacher, Lead Practitioner and Literacy Coordinator for All Saints Catholic School. She has previously held the role of EAL Coordinator and Key Stage Four Coordinator for our very successful English Department at All Saints School. She has a Masters in English Education and has completed her NPQML course with a key focus on embedding Literacy strategies across the curriculum. Amy strongly believes that Literacy is the key to unlocking pupil potential and that this will improve their confidence and skills in communication for a brighter future.

About Emily Wilgoss

Emily is Second in Charge of the Science department and has worked at All Saints for 17 years. She is also the NQT and RQT Induction Coordinator and has over 11 years' experience in mentoring beginning teachers from a range of institutions. She has a passion for developing beginning and newly qualified teachers and ensuring they have a rich and fulfilling experience that provides a solid foundation for the rest of their careers.

Aspiring Middle Leadership

Project Overview: Why choose this project?

Ex-Head Jill Berry writing in The Guardian advises that, “If you can see yourself in the role of a headteacher, and it’s a challenge you think you will relish, go for it.” You have to start somewhere. Middle leadership brings about many new challenges but it is an exciting next step, if you feel that you are ready for this step then this project is for you. It is a great opportunity to begin to explore research and strategies supporting leadership development with the all the benefits of collaborative learning and peer coaching.

Workshop Date	Focus Question	Objectives
Workshop 1 14.10.19 (review on 16.11.20)	Leading others : what works?	Exploring the role of a middle leader in leading a research-informed department An examination of skills, knowledge, behaviours, qualities and competences that are required to be an excellent leader (establishing a culture of trust) Investigating how you can lead through others
Workshop 2 11.01.21	How we manage difficult conversations to ensure a positive outcome?	Investigate strategies in leading others and how to we manage difficult conversations Examine the need for difficult conversations and outline the benefits as part of leading change
Workshop 3 26.04.21	What have we learned?	Explore underlining issues when holding people to account and identify ways to overcome them to ensure positive outcomes From Crisis to Cohesion: Ensuring professionalism and share experiences

Recommended Reading List:

Workshop 1 –Compelling leadership (Paul Browning, pages 1 to 10) and The EEF Teacher Toolkit
Workshop 2 –Firing on all cylinders (Teaching leaders: chapter 2.4, Enabling factors and barriers) and Moral leadership (John West-Burnham, extract: Think piece 1)

The Facilitator

About Laure Mouaraki

Laure Mouaraki is teaching at All Saints School where she has been running the Modern Foreign Languages Department for several years. She has been a member of the Prince's Teaching Institute since 2011 and regularly works with them as a consultant helping other schools around the country to develop projects aiming at improving students' enthusiasm for the subject and increasing the quality of teaching.

Project Overview: Why choose this project?

The project allows differentiation and independent learning to be set with immediate feedback and explanations. The toolkit of the classroom teacher can be enriched and developed through examining more advanced features of certain digital applications. At the end of this project you will be better skilled to deliver lessons using a combination of digital resources and classroom tools that will make lessons challenging and engaging for all without having to break your neck in planning and marking.

Workshop Date	Focus Question	Objectives
Workshop 1 14.10.19 (review on 16.11.20)	How can google classroom support our workload?	1. Intro to google classroom 2. Use of 3 apps within google
Workshop 2 11.01.21	How do we use digital technology to support effective assessment and feedback?	1. SMHW and tests 2. Using assessment packages online 3. GCSEPod and uses.
Workshop 3 26.04.21	Can we effectively mix the traditional way of teaching with digital learning in the normal school learning environment? What have we learned?	1. Classroom tools online to aid teaching 2. Extended learning and digital resources 3. Summary, Participant Presentations and Evaluation

Recommended Reading List:

Workshop 1 – Interweaving traditional digital approaches

Workshop 2 – Learning by Questions – Using evidence to develop teaching and learning software and Teachers and Technology – Time to get serious

The Facilitator

About Shaun Eason

Shaun Eason is Assistant Headteacher at All Saints with twenty five years teaching experience across a range of schools in England. He has teaching specialisms in Computing, ICT, Business Studies, Accountancy and Economics. He has been co-ordinating the recording of professional development for the last 4 years at All Saints.

About Dan Tuane

Dan Tuane is the HOD for Computer Science department. He has recently completed his NPQML with a focus on using gamification strategies in teaching for enhancing student’s engaging and attainment. He has a keen interest in computing and technology and completed his MSc and M.Phil. at City University of London where he undertook research in the fields of machine vision, digital image processing and robotics.

Overview: Why choose this project?

Modern day pressures mean that training in some schools is often focused on progress, performance and the drive for exam results and this means that the support available for teachers who struggle with behaviour is often limited or out of date.

The reality is that ALL teachers need training in managing behaviours that cannot be solved by simply learning a set of techniques from a teacher’s ‘toolkit’. Outstanding management of behaviour and relationships is not skills led nor is it derived from a ‘magic’ behaviour system bought with data tracking software or by calling a school an academy. In behaviour management is vital to get the culture right. The culture in a school and in a classroom will determine the behaviour. The culture in schools is set by the way that the adults behave.

Workshop Date	Focus Question	Objectives
Workshop 1 14.10. 19 (review on 16.11.20)	Pivotal Education: How can I effectively and sustainably manage pupil behaviour?	<ol style="list-style-type: none"> 1. What is Pivotal Education? 2. The 5 pillars of Pivotal Education. 3. A culture shift in your own classroom?
Workshop 2 11.01.21	<p>Pivotal Education: What practical strategies can I use day to day in my classroom?</p> <p>How can I apply restorative follow in my day to day practice as a classroom teacher?</p>	<ol style="list-style-type: none"> 1. Applying consistent calm adult behaviour. 2. Paying attention to your learners. 3. Relentless routines in your classroom. 4. The benefits of restorative follow up. 5. A practical approach to restorative follow up
Workshop 3 26.04.21	What have we learned?	Objectives: Summary, Participant Presentations and Evaluation

Recommended Reading List:

Workshop 1 –When the Adults Change Everything Changes. Seismic Shifts in School Behaviour – Paul Dix 2017

Workshop 2 – The Essential Guide to Taking Care of Behaviour (second edition) – Paul Dix. 2010

Workshop 3 – Pivotal Behaviour Management Handbook – Paul Dix. 2005

The Facilitator

About Simon Lucraft

Simon Lucraft is Assistant Headteacher at All Saints with responsibilities for Key Stage 4. He has expertise in pastoral care and is an active SLE (Senior Leader for Education). Having completed his PGCE in Physical Education at Loughborough University he was quickly promoted to Head of Department before following his passion for pastoral care operating as a Head of Year in two different secondary schools. He is a trained DSL (Designated Safeguarding Lead) and he is currently completing his NPQSL at UCL IOE.

About Richard Poddington

Richard Poddington is a Deputy Headteacher with a responsibility for Pastoral Care. He has achieved a Masters in Leadership and Management in 2012 which has been utilised in leadership roles spanning all areas of school life. Richard is a member of the Chartered College of Teaching and specialises in the use of coaching as a lever for change.