



# Teach to the Top

Differentiation

Autumn Term

Title	Entering the 'Goldilocks' Zone		
Venue	Kingsmead	Date	15/09/20

Description	With the schemes of learning designed to teach to the top, we explore methods to ensure the learning 'sticks,' supporting students. We look at how to take this approach to the next level in terms of questioning and task design. There is practical discussion about how and when support is given to maintain independence and high challenge.
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Phase	Room	Deliverer	Additional Information
Advanced	B26	SCE / SRD	We look at the effective planning and use of killer questions to maintain a high pitch and level of 'thinking hard' in lessons
Expert Mastery	B02	APD / LPE	We look at how to support teaching to the top without students becoming too reliant. (E.g. effective use of modelling)
Research	ROC Library	CPR / RNL / CPN	We explore cross curricular ways to ensure sticky learning. We consider how the room of curiosities can support a wealth of learning



# Teach to the Top

Differentiation

Autumn Term

Title	Carrying no passengers		
Venue	Kingsmead	Date	10/11/20

Description	Are students genuinely kept moving through their learning? How can we ensure students are not 'treading water' whilst others catch up? We look here at how to keep an effective tempo to lessons for all individuals within lessons.
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Phase	Room	Deliverer	Additional Information
Entry Developing	B26	RHO / HAS	Here the principle of teaching to the top is revisited. We look at methods used in Kingsmead that work and share templates that can be used anywhere.
Advanced Expert	B02	SCE / RDE / CPN	We explore methods and tips on how to generate effective inter-student discussions that raise the level of learning .
Mastery Research	B03	KPK / JMN / HLD	We look at identifying and planning for students who 'get it' earlier than their peers. How can we ensure that they are 'let free to fly' and that deeper learning actually happens?



# Communication

Title	Planning for success		
Venue	Kingsmead	Date	10/12/20

Description	<p><i>"We are all teachers of English."</i> One of the biggest ways we can support our students to be successful is by ensuring they can write effectively. We will all benefit from planning and using proven strategies to expand our students skill set when it comes to their writing. In particular, we look at how to model and develop extended writing here. We also look at how this can be drip fed throughout schemes of learning.</p>
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Spring Term

Phase	Room	Deliverer	Additional Information
Entry Developing	B02	RNL / CWS / JWY	We look at how we can ensure students are exposed to tier 2 language and retain it.
Advanced Expert	B27	MRL / JHR	Professor Rosenshine's research is summarised and discussed in relation to effective long term planning and delivery in the classroom.
Mastery Research	B26	ATS / APD	During this session you are shown incredibly successful methods of microwriting .This is then applied to your subject.

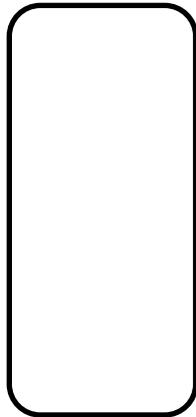


# Communication

Title	Be careful of the gap		
Venue	Kingsmead	Date	25/02/21

Description	<p>The national disadvantaged gap has increased even further. We need to ensure that all our students are able to be successful. Just being aware of who is pupil premium does not mean anything long term. We need to intervene and this is best done at every stage from planning, delivery and feedback.</p>
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Phase	Room	Deliverer	Additional Information
Entry Developing	B26	CSE / ARD	Doug Lemov's approach of 'you do, I do, we do,' is shared as part of a wider discussion around the use of modelling in the classroom.
Advanced Expert	B27	RFE / ATS	Primarily we consider how we can routinely see content with a sensitivity to cultural capital. We look at strategies currently employed effectively .
Mastery Research	B02	EBE / ALE / BMS	We look at what research tells us now in terms of 'tooling up' our students. What specific strategies remove previous barriers?



Spring Term





# Communication

Title	Rome wasn't built in a day		
Venue	Kingsmead	Date	24/03/21

Description	It takes time sometimes for us to build the learners with the skills we want. These sessions look at the long game. What are the skills we want them to have? What are the steps to them learning and being able to successfully apply these? Is there an order to these? How often and where shall we focus on these? These twilights look at specific approaches Kingsmead have designed that help students to become confident, ultimately independent, free-writers.
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Spring Term

Phase	Room	Deliverer	Additional Information
Entry Developing	B27	CSE / LPE	How to make tier 2 and 3 vocabulary stick! We revisit the room of curiosity and look at the Frayer model amongst others to help.
Advanced Expert	B26	HAS / APD / EMY	Sharing 'what a good one looks like' is further unpicked. Here we look at how modelling can span a body of lessons.
Mastery Research	BO2	MRL / ATS	How stepped reading can support comprehension in your lessons.



# Routines

<b>Title</b>	The teacher as a facilitator...		
<b>Venue</b>	Kingsmead	<b>Date</b>	17/05/21

<b>Description</b>	How can we plan so that we encourage deep thinking? How can we create a learning environment where students play an active role in what goes on? Self regulation and motivation can be encouraged and these sessions identify specific ways to do this.
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Phase	Room	Deliverer	Additional Information
Entry Developing Advanced Expert	B26	SCE / TTY	Building on last year, we look at here all the different purposes of questioning. We consider how to support questioning at the planning stage and ways to help impromptu exposition that makes a difference in your classroom.
Mastery Research	B02	LWR / JKN	Knowing when to get involved and when to step back is an art. From creating intrigue to drawing out interpretation—this session centres on building student independence across lessons.

Summer Term



# Routines

Title	You are not alone		
Venue	Kingsmead	Date	15/06/21

Description	These sessions focus in on you as a teacher not being alone. The use of your students as a resource, is shared in a session on Kagan principles put into practice. Both sessions look at how we can use educational research to hone our approaches.
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Phase	Room	Deliverer	Additional Information
Entry Developing Advanced	B26	JKN / CPR	Specific Kagan approaches are re-evaluated and brought into a Kingsmead context. Gain confidence to include group work and know that students have the skills to get the most from it.
Expert Mastery Research	B27	JHR / DSS	This session examines what has recently been raised through evidence-based research. A broader discussion on planning time for reading around subject level pedagogy is also explored.

Summer Term