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Research Schools Network newsletter, issue 4

1 message

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Research Schools Network Newsletter

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WELCOME

Welcome to our fourth issue of the Huntington Research School newsletter. This edition includes exciting updates about successful Research Schools Network Innovation Evaluation grants, as well as blogs about working memory, bias, and more. We also announce our brilliant line-up for our Research School Regional Conference, being held in Scunthorpe, as well as placing a last call for our exciting regional training for school leaders.

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LATEST NEWS

FIRST RESEARCH SCHOOLS NETWORK INNOVATION EVALUATION GRANTS AWARDED

The Institute for Effective Education (IEE) is pleased to announce four projects chosen to receive the first Research Schools Network Innovation Evaluation Grants.

The Innovation Evaluation Grants are available to schools that are working closely with the Research Schools Network. They are awarded by the IEE to provide funding for pilot evaluations of innovations of teaching and learning approaches that support the Research Schools Network's goal to improve the attainment of pupils by increasing the use of evidence-based practices.

[READ MORE](#)



EXCITING NEW REGIONAL RESEARCH SCHOOL CONFERENCE ANNOUNCED - WEDNESDAY 24TH MAY

We are delighted to announce our new Research School 2017 Regional Conference, to be held in Scunthorpe. Keynote speakers include Sir Kevan Collins, CEO of the Education Endowment Foundation; John Tomsett, Headteacher and author; Professor Joni Holmes, from Cambridge University; Professor Kate Cain, from Lancaster University; Alex Quigley, teacher and author; and many more.

As the Research School network grows across Yorkshire, in 'Opportunity Areas', and nationally, there is an exciting opportunity to learn more about evidence-based practice, hearing from renowned national experts from Higher Education and respected school leaders.

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SCHOOLS INSPIRED TO BE PART OF THE KYRA RESEARCH SCHOOL STORY



Eighty delegates from schools across the East Midlands and South Yorkshire attended the first Kyra Research School Conference on Friday 3 February.

At the conference Professor Steve Higgins, University of Durham and lead author of the Sutton Trust and Education Endowment Foundation Teaching and Learning Toolkit, gave a keynote talk about how research evidence can be used to improve educational outcomes.

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EVIDENCE



'AN INTERVIEW WITH AN EXPERT'...ON WORKING MEMORY'

Dr Joni Holmes is a Senior Scientist at the Medical Research Council's Cognition and Brain Sciences Unit in Cambridge, UK. Her research focuses on the causes and remediation of specific learning difficulties with a particular focus on working memory. She also runs a research clinic for children with difficulties in attention, learning and memory, which aims to illuminate the cognitive, neural and genetic underpinnings of learning difficulties.

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BLOG: WHAT DOES THE RESEARCH SAY ABOUT BIAS AND STEREOTYPING IN THE CLASSROOM?

A recent study looking at when gender stereotypes develop received a lot of coverage in the press. It's a reminder that, no matter how impartial or independent we think we are, all of us have biases and prejudices. Even the widespread coverage of that study was accused of bias.

[READ MORE](#)

HOW MUCH SLEEP DO TEENAGERS NEED?

In a new study published in *Child Development*, Andrew J Fuligni and colleagues examined whether there is an "optimal" amount of sleep for peak levels of academic achievement and mental health in teenagers.

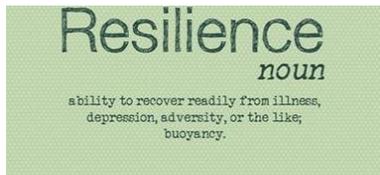
A total of 421 pupils (mean age = 15.03 years) with Mexican-American backgrounds from the 9th and 10th grades (Years 10 and 11) of two high schools in the Los Angeles area reported the amount of sleep they had every night for two weeks. Official school records were obtained at the end of the academic year to measure academic achievement. The Youth Self-Report form of the Child Behavior Checklist was used as a measure of mental health. A year later, 80% repeated the same process and a second wave of data was collected.

Pupils who averaged 8.75 – 9 hours of sleep per school night demonstrated peak levels of mental health, whereas those who averaged 7 – 7.5 hours of sleep per night

had the highest levels of academic achievement (see also an earlier study reported in [Best Evidence in Brief](#)).

While the results showed that the “optimal” amount of sleep needed is different for the two developmental outcomes, the researchers note that reducing sleep for the sake of academic performance may result in a greater decline in mental health than in the decline in academic performance from increasing sleep for the sake of mental health.

[READ THE REPORT](#)



'AN INTERVIEW WITH THE EXPERT'...ON PSYCHOLOGY, STRESS AND RESILIENCE

Dr. Jo Jordan and Dr. Sarah Marziller are both clinical psychologists who work in and around the field of education. During a recent training session here at Huntington, we explored the concept of how we can develop and model resilience to our students at Huntington Secondary School.

[READ MORE](#)

EVENTS AND TRAINING



Teaching Assistants (TAs) are one of our most precious school resources. Crucially, the evidence shows that without high-quality training, the impact of TAs can too often prove limited. As schools spend a significant proportion of our budgets on deploying TAs, it is essential that we ensure that we maximise their impact. Based on the evidence and tools of the Education Endowment Foundation, and fostering collaboration amongst our schools, the 'Leading TAs for Maximum Impact' leadership programme provides an evidence-based three day course to give you the knowledge, training and tools required to have a positive impact on student outcomes.

LEADING TAs FOR MAXIMUM IMPACT

On Friday the 17th of March, we begin our '**Leading TAs for Maximum Impact**' school leader training. It is led by expert school leaders who have led national training for the Education Endowment Foundation, with a range of great tools. We already have schools signed up from a variety of school phases and types. Read more about the event, book your place, or contact us to find out more.

[READ MORE](#)



We know that improving the quality of teaching in the classroom has the biggest impact on student outcomes. To do this, at a time of scarce resources, we need to improve the quality of our CPD. This innovative programme provides a comprehensive overview of the most important research evidence in education, including the EEF Toolkit, so that school leaders can devise a high impact CPD programme. Topics include metacognition, memory, and retrieval. The programme will support you with a range of evidence-based tools to help you to lead learning with success and improve your CPD programme.

Why take part in this programme?

- To make evidence-informed decisions about improving teaching & learning
- To gain a range of tools to implement evidence-based CPD
- To meet the DfE 2016 Teachers' Professional

Who should take part in this programme?

- School Teaching & Learning leaders/CPD leads
- CPD leaders across ISA and MATs
- Inspector or existing Research Leads
- Advanced skills teachers

LEADING LEARNING: ENHANCE TEACHING & LEARNING WITH EVIDENCE BASED PRACTICE

On Wednesday the 29th of March, we begin our new programme, '**Leading Learning**', for school leaders who

lead CPD and teacher training in schools and across schools, from school leaders, research-leads and SLEs. It is an opportunity to gain a wealth of tools to ensure that your CPD is evidence-based. We have a handful of tickets left for this innovative new leadership training course.

[READ MORE](#)



KINGSBRIDGE EVIDENCE BASED PRACTICE CONFERENCE

Join Kingsbridge Research School on Friday 28 April at Buckfast Abbey, Devon, for a day of talks and practical workshops on the latest evidence based-practice.

[FIND OUT MORE, AND BOOK YOUR PLACE](#)

RESEARCH SCHOOLS NETWORK

The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to create a network of schools that will support the use of evidence to improve teaching practice.

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