

Week beginning	Agenda	CPD focus	Setting the stage <ul style="list-style-type: none"> - What is the retrieval practice? - Why is this the focus? - What is the problem this will overcome? 	Delivering new ideas <ul style="list-style-type: none"> - How will this be explained? - How will this be modelled? 	Embedding into practice <ul style="list-style-type: none"> - How will this be practiced? - How will staff implement this? - How will we know this is being embedded?
Relevant EEF mechanisms		A1 manage cog load	A2 Revisiting prior knowledge B1 Agreeing goals B1 Agreeing goals	B2 Credible sources C1 Instruction C3 Modelling	C2 Social support C4 Monitoring and feedback C5 Rehearsal D1 Prompts and Cues D2 Action planning D4 Context specific repetition D3 Encourage monitoring
Hints	The things that need to get communicated, agreed or discussed.	Keep it simple and singular	- What prior knowledge should we activate by quizzing? - Where do we get the evidence from? Learning walks, curriculum review? - Curriculum needs in the future? - Framing as a problem to overcome helps staff see relevance	- Will you share some reading, a video, or deliver yourself? - What worked examples or scenarios will you give?	- Scenarios to discuss? Deliberate practice in pairs? Scripting? - Reflection, adapting resources, logistical adjustments to facilitate change - What will an observer see in a classroom where this is being implemented?
Example 1	1. CPD – 45 mins 2. Mock marking rota – 5 mins 3. Homework changes – 15 mins	Brighten lines	- Questions around common routines for starts and ends of lessons - LW evidence from last term identified it - When students are given instructions for a task but then don't follow them correctly	- Explanation based on blog - Staff will be demonstrated a good example and a bad example of the same instructions	- Staff will work on scenarios using this sheet as a prompt brighten-lines-planning-practice-resource(1).docx - Staff will be encouraged to attempt simple changes in lessons. LW will specifically look for PP on brighten lines and this will be shared next week - LW will give examples of strong BL practice that we can share with dept in future meetings
Example 2	1. CPD – 30 mins 2. Reflection time - 20 mins 3. Reward points – 5 mins	Explaining Specific Heat Capacity	- Relevant subject knowledge - This is due to be taught next and some staff are non-specialists - Students often find SHC a difficult concept to understand	- DCN will share how he dual codes SHC based on 'cracking concepts' book. Using a video of his lesson - Staff will discuss why this explanation works and the things they think work and any queries	- Staff have a go in pairs forming their own explanation using MWBs - Staff will be asked to try this explanation with a class next time and next week we will review and add a reflection to the journals - Student work will show examples of structured explanations - Video of a teacher delivering. - Follow up discussion next week
Example 3	Standardisation of mock papers ready for marking	N/A time needed for operational tasks			