

£349

Research Schools Network

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WOLDS TSA

IN PARTNERSHIP WITH



Huntington Research School



USING EVIDENCE TO DEVELOP METACOGNITIVE AND SELF-REGULATED LEARNERS

Metacognition and self-regulated learning is one of the most accessed strands of the EEF Teaching and Learning Toolkit and on average has an impact of 7 months additional progress. To capitalise on the potential of developing these independent learning skills, teachers and leaders need to understand what they are and how to develop them across the age ranges, starting at early years.

**Hunsley Primary School, Bluebird Way,
Brough, HU15 1XB**

Delegates will:

- Develop an understanding of metacognition & self-regulated learning
- Be provided with the tools and processes for self-review
- Be provided with guidance on effective implementation
- Be offered practical resources and tools to use in school
- Be given the skills and knowledge to be able to offer in-school training that is evidence based

Who is it suitable for?

- Phase / key stage leaders, senior leaders from early years, primary, secondary and special schools / middle leaders / classroom teachers
- Delegates need to fully commit to the programme including attendance at all face-to-face days, completion of gap tasks and engagement in programme evaluation

COURSE LEADERS:



Rob Newton

Primary School & Mathematics Research Lead

Primary school and mathematics research lead at Huntington Research School, experienced primary phase senior leader, local authority advisor and most recently Acting Headteacher at a community infant and nursery school.



Angie Harrison

South Hunsley School

Angie is a core team member of the Wolds Associate Research School, she is an experienced SLE, Key Stage 3, 4 and 5 English teacher and is responsible for teaching development in the trust.

TICKETS AVAILABLE AT:

huntingtonschool.co.uk/calendar/using-evidence-to-develop-metacognitive-and-self-regulated-learners-east-riding/