This will be a live document and will be added to as time progresses. RLO will update this calendar with any activities seen (please feel free to email her the details of anything that you see of value).

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| W/C | ALL TEACHERS |
|  | **BASICS (BfL)** | **STRETCH/CHALLENGE** | **UNDERSTANDING FROM MEMORY** | **ENGAGING BOYS** | **FACILITATING FEEDBACK** | **EXAM TECHNIQUE** |
| 13/04/2020 |  |  | [**Working Memory in the Classroom**](https://www.eventbrite.co.uk/e/webinar-working-memory-in-the-classroom-tickets-101540678904) **(@TeacherToolkit)** |  | [**Retrieval Practice**](https://www.eventbrite.co.uk/e/webinar-retrieval-practice-theory-and-application-tickets-101540891540) **@TeacherToolkit** |  |
| 20/04/2020 |  | [**Principles of Instruction**](https://www.eventbrite.co.uk/e/webinar-17-principles-of-effective-teacher-instruction-tickets-101541948702) **(@TeacherToolkit)** | [**Working Memory in the Classroom**](https://www.eventbrite.co.uk/e/webinar-working-memory-in-the-classroom-tickets-100420458294) **(@TeacherToolkit)** |  |  |  |
| 30/04/2020 |  |  |  |  | [**Verbal Feedback**](https://www.eventbrite.co.uk/e/webinar-verbal-feedback-research-tickets-100312708010) **@TeacherToolkit** |  |
| 27/04/2020 |  |  |  |  |  |  |
| 4/05/2020 |  |  |  |  |  |  |
| 11/05/2020 |  |  |  |  |  |  |
| 18/05/2020 |  |  |  |  |  |  |
| HALF TERM |
| 01/06/2020 |  |  |  |  |  |  |
| 08/06/2020 |  |  |  |  |  |  |
| 15/06/2020 |  |  |  |  |  |  |
| 22/06/2020 |  |  |  |  |  |  |
| 29/06/2020 |  |  |  |  |  |  |
| 6/07/2020 | Study group celebration weekEvaluation of CPD (Study groups etc) |  |  |  |  |  |
| 13/07/2020 | Individual evaluation – learning points from Study Groups moving forward |  |  |  |  |  |
| Activities to Complete at any point: | [Watch webinar on ‘Locked Out Learners’](https://8884150-my.sharepoint.com/personal/r_long_waltonledale_lancs_sch_uk/Documents/Research%20Ed%20Loom%20Presentations/A%20Robins%20Getting%20through%20to%20locked%20out%20learners.mp4) (ResearchEd)[Watch webinar on ‘Re-motivating Students’](https://8884150-my.sharepoint.com/personal/r_long_waltonledale_lancs_sch_uk/Documents/Research%20Ed%20Loom%20Presentations/C%20Spalding%20-%20Remotivating%20pupils.mp4) (ResearchEd)[Watch webinar on ‘Behaviour’](https://8884150-my.sharepoint.com/personal/r_long_waltonledale_lancs_sch_uk/Documents/Research%20Ed%20Loom%20Presentations/D%20Muijs%20Behaviour.mp4) (ResearchEd)[Open University: Good Practice in Autism Teaching](https://www.futurelearn.com/courses/autism-education) [Teaching for good behaviour](https://www.open.edu/openlearn/education-development/education-careers/teaching-good-behaviour/content-section-0?active-tab=description-tab) from the OU |  | Seneca – Dual CodingSeneca – Cognitive ScienceSeneca – Literacy in Science[Watch webinar on ‘Cognitive Load and Working Memory’](https://8884150-my.sharepoint.com/personal/r_long_waltonledale_lancs_sch_uk/Documents/Research%20Ed%20Loom%20Presentations/C%20Sealy%20-%20Cognitive%20Load%20and%20Working%20Memory.mp4) (ResearchEd)[How to teach vocabulary](https://www.futurelearn.com/courses/developing-vocabulary) (Open University) |  | Seneca – Assessment[Watch webinar on ‘What Knowledge’](https://8884150-my.sharepoint.com/personal/r_long_waltonledale_lancs_sch_uk/Documents/Research%20Ed%20Loom%20Presentations/D%20Didau%20-%20Making%20Kids%20Cleverer_%20What%20knowledge_.mp4) (ResearchEd)[Watch webinar on ‘Pupil Premium’](https://8884150-my.sharepoint.com/personal/r_long_waltonledale_lancs_sch_uk/Documents/Research%20Ed%20Loom%20Presentations/M%20Rowland%20Pupil%20Premium.mp4) (lots relevant here on feedback) from ResearchEd[Using Technology in Evidence-Based Teaching and Learning](https://www.futurelearn.com/courses/technology-teaching-learning) (Chartered College of Teaching) [Planning for learning: formative assessment](https://www.futurelearn.com/courses/planning-for-learning) from the OU | Seneca - Metacognition |

**Other Activities:**

* **Health and Safety CPD module** – access by using the link to WLD Staff Team [here](https://teams.microsoft.com/_#/school/files/General?threadId=19%3Ad8be53d774ae49ecb38f4d3723f4c0d3%40thread.skype&ctx=channel&context=E-Learning%2520H%2526S&rootfolder=%252Fsites%252FWLDStaff%252FShared%2520Documents%252FGeneral%252FE-Learning%2520H%2526S).
* [Introduction to GDPR](https://www.virtual-college.co.uk/courses/compliance/introduction-to-gdpr)

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| **PASTORAL/WELLBEING**[Teaching students who have suffered complex trauma](https://www.futurelearn.com/courses/teaching-students-trauma)[We all have mental health: an introduction for teachers](https://www.samh.org.uk/about-mental-health/elearning-for-teachers)[Child protection for teachers](https://www.futurelearn.com/courses/child-protection-teachers)[Making sense of mental health problems](https://www.open.edu/openlearn/health-sports-psychology/making-sense-mental-health-problems/content-section-0?active-tab=description-tab)[Keeping them safe](https://paceuk.info/training/keep-them-safe/)[Young people and their mental health](https://www.futurelearn.com/courses/young-people-mental-health)[ACEs: Introduction to Adverse Childhood Experiences & Early Trauma](https://www.acesonlinelearning.com/)[Professional relationships with young people](https://www.open.edu/openlearn/health-sports-psychology/professional-relationships-young-people/content-section-0?active-tab=description-tab)[Emotional intelligence at work](https://www.futurelearn.com/courses/emotional-intelligence-at-work)[Understanding young minds](https://www.virtual-college.co.uk/courses/safeguarding/understanding-young-minds)[Introduction to child psychology](https://www.open.edu/openlearn/education-development/childhood-youth/introduction-child-psychology/content-section-0?active-tab=description-tab)[Understanding depression and low mood in young people](https://www.futurelearn.com/courses/depression-young-people)[Understanding dyslexia](https://www.open.edu/openlearn/education-development/education/understanding-dyslexia/content-section-0?active-tab=description-tab) | **SEND**[Understanding Autism](https://www.open.edu/openlearn/science-maths-technology/understanding-autism/content-section-overview?active-tab=description-tab)[Dyslexia awareness part 1](https://education.microsoft.com/en-us/course/30a7b5e8/overview)[Dyslexia awareness part 2](https://education.microsoft.com/en-us/course/4acb190d/overview)[Focus on SEN CPD](https://nasen.org.uk/training-and-cpd/online-learning/learning.html) | **ED TECH**[Take your teaching online](https://www.open.edu/openlearn/education-development/education/take-your-teaching-online/content-section-overview?active-tab=description-tab)[Impact of technology](https://www.futurelearn.com/courses/impact-of-technology)[Accessibility of e-learning](https://www.open.edu/openlearn/education-development/education-careers/accessibility-elearning/content-section-0?active-tab=description-tab)[The online educator: people and pedagogy](https://www.futurelearn.com/courses/the-online-educator)[Understanding technology in evidence-based teaching and learning](https://www.futurelearn.com/courses/technology-teaching-learning)  |
| **LITERACY**[Introduction to teaching vocabulary](https://www.futurelearn.com/courses/developing-vocabulary)[English grammar in context](https://www.open.edu/openlearn/education-development/education/english-grammar-context/content-section-0?active-tab=description-tab)[Building literacy with PowerPoint](https://education.microsoft.com/en-us/course/bc04fe50/overview)[Understanding language: learning and teaching](https://www.futurelearn.com/courses/understanding-language) [Understanding language and learning](https://www.open.edu/openlearn/languages/understanding-language-and-learning/content-section-0?active-tab=description-tab)[Involving the family in supporting pupils’ literacy](https://www.open.edu/openlearn/education-development/education/involving-the-family-supporting-pupils-literacy-learning/content-section-0?active-tab=description-tab)[Literacy in science](https://app.senecalearning.com/classroom/course/28e73a94-15be-44ba-b967-d3fb671c12fc) | **STEM**[Managing the practical classroom in secondary science](https://www.futurelearn.com/courses/managing-the-practical-classroom-secondary-science)[Girls in STEM: closing the STEM gap](https://education.microsoft.com/en-us/course/c3c376f8/overview)[Teaching Biology: inspiring students with plant science](https://www.futurelearn.com/courses/teaching-biology-inspiring-students-with-plants-in-science)[Curriculum design for secondary science](https://www.futurelearn.com/courses/introduction-to-curriculum-design-secondary-science)[Linking curriculum learning to STEM careers](https://www.futurelearn.com/courses/linking-stem-curriculum-learning-to-careers)[Teaching practical science - Chemistry](https://www.futurelearn.com/courses/teaching-practical-science-chemistry)[Inspiring young people in STEM](https://www.futurelearn.com/courses/stem-volunteering-feedback)[Teaching mathematics](https://www.open.edu/openlearn/education-development/teaching-mathematics/content-section-overview?active-tab=description-tab)[Using visualisation in maths teaching](https://www.open.edu/openlearn/education-development/using-visualisation-maths-teaching/content-section-0?active-tab=description-tab)[Maths subject knowledge: understanding numbers](https://www.futurelearn.com/courses/maths-subject-knowledge-number)[Maths subject knowledge: fractions, decimals and percentages](https://www.futurelearn.com/courses/maths-subject-knowledge-fractions-decimals-and-percentages)[Maths subject knowledge: proportion, ratio and scaling](https://www.futurelearn.com/courses/maths-subject-knowledge-proportion-ratio-scaling) |
| **THE ARTS**[Becoming a better music teacher](https://www.futurelearn.com/courses/becoming-a-better-music-teacher)[Teaching secondary music](https://www.open.edu/openlearn/education/teaching-secondary-music/content-section-0?active-tab=description-tab) | **TEACHING AND LEARNING**[Inclusive education](https://www.futurelearn.com/courses/inclusive-education)[Mentoring student teachers](https://www.open.edu/openlearn/education-development/learning-teach-mentoring-and-tutoring-student-teachers/content-section-0?active-tab=description-tab)[Facilitating learning in practice](https://www.open.edu/openlearn/health-sports-psychology/facilitating-learning-practice/content-section-overview?active-tab=description-tab)[Teaching sustainable development goals](https://education.microsoft.com/en-us/course/72e17f8d/overview)[Supporting successful learning in secondary school](https://www.futurelearn.com/courses/supporting-learning-secondary)[Evaluating school classroom discussion](https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/evaluating-school-classroom-discussion/content-section-0?active-tab=description-tab)[Making Best Use of Teaching Assistants](https://www.tes.com/mycourses/courses/making-best-use-of-teaching-assistants-copy-872)[Embedding employability skills in the curriculum](https://www.tes.com/institute/embedding-employability-skills-CPD)[Teaching and learning tricky topics](https://www.open.edu/openlearn/education-development/learning/teaching-and-learning-tricky-topics/content-section-overview?active-tab=description-tab)[Education for all: disability, diversity and inclusion](https://www.futurelearn.com/courses/education-for-all)[Differentiation for learning](https://www.futurelearn.com/courses/differentiating-for-learning-stem)[The science of learning](https://www.futurelearn.com/courses/science-of-learning)[Meeting the needs of diverse learners](https://education.microsoft.com/en-us/course/a41ac17d/overview)[Leading blended professional learning](https://education.microsoft.com/en-us/course/38ba2124/overview)[Looking globally: the future of education](https://www.open.edu/openlearn/education-development/looking-globally-the-future-education/content-section-overview?active-tab=description-tab) |
| **MFL**[Teaching secondary MFL](https://www.open.edu/openlearn/education/teaching-secondary-modern-foreign-languages/content-section-0?active-tab=description-tab)[Assessment in secondary MFL](https://www.open.edu/openlearn/education/assessment-secondary-modern-foreign-languages/content-section-0?active-tab=description-tab) |
| **RE**[Muslims and Islam](https://mailchi.mp/pewresearch.org/muslims-and-islam-course)[Politics and society](https://www.futurelearn.com/subjects/politics-and-society-courses/religion) |
| **RESEARCH**[Engaging with educational research](https://www.open.edu/openlearn/education-development/education/engaging-educational-research/content-section-0?active-tab=description-tab)[Education research that matters](https://www.futurelearn.com/courses/ways-of-researching)[Rosenshine masterclass with Tom Sherrington](https://teacherhead.com/2020/03/16/rosenshine-masterclass-captured-free-cpd/)[Chartered College of Teaching](https://chartered.college/) and free access to EBSCOResource library full of free research materials from [Evidence-Based Education](https://evidence-based-education.thinkific.com/courses/resource-library) | **EARLY CAREER TEACHERS**[Becoming a reflective practitioner](https://www.open.edu/openlearn/education-development/learning-teach-becoming-reflective-practitioner/content-section-0?active-tab=description-tab)[Learning to teach: an introduction to classroom research](https://www.open.edu/openlearn/education-development/learning-teach-introduction-classroom-research/content-section-0?active-tab=description-tab)[Learning to teach: making sense of learning to teach](https://www.open.edu/openlearn/education-development/learning-teach-making-sense-learning-teach/content-section-0?active-tab=description-tab)[Professional development for early career teachers](https://www.futurelearn.com/courses/early-career-teachers) |