



Contents

i Implementing research in practice

- 6 Lightening the load: Integrating cognitive load, schema theory and progression mapping in the primary classroom
Alex Reynolds, Hanah Heron, Kirstin Mulholland, Louise Jackson and Nicola Cherry
- 10 Professional knowledge and research-informed practice: Time for a rethink?
Gemma Moss and Rachel France
- 14 The case for Direct Instruction
Marcy Stein and Kristen Rolf
- 17 Developing metacognition and higher-order thinking in A-level studies
Debbie Bogard, Alex Melville and Neelam Patel
- 20 Developing approaches to writing in the secondary English classroom
Lin Goram
- 23 Perceptions of risky play in early childhood education
Nicola Pearce

u Understanding the importance of oracy

- 25 Promoting thinking out loud in the classroom
Hanna Beech
- 28 Classroom dialogue: More than just words
Katie Jump

- 32 Talking transitions: Harnessing the power of oracy to support vocabulary acquisition during the primary to secondary transition
Kathleen McBride

- 36 Let's talk about disadvantage: The fundamental importance of oracy in closing the gap
Angela Schofield

p Professional learning and collaboration

- 40 Welcome Matviy: Working in staff-student partnerships to develop simulation-based learning to support teachers' understanding of EAL
Carl Luke, Chris Counihan, David Nichol, Sophie Meller, Kirstin Mulholland, William Gray, Arlene Anderson, Deborah Herridge, Diana Karikis, Rowan Sanderson, Elisa Collard and Ryan Hill
- 43 Equitable CPD: Coaching with teaching assistants
Nikki Sullivan and Claire Smith
- 46 What we learned from evaluating the National Tutoring Programme (NTP) 2020/22: How schools can maximise the benefits of tutoring
Roland Marden and Pippa Lord
- 50 Enhancing teacher quality through research-engaged professional learning and development: A scalable approach
Mark Leswell

- 54 Cognitive science in primary school: One school's journey in applying research to practice
Patrick McDonald and William Gray

e Engaging families and the wider community

- 57 Supporting under-fives and their families with communication, language and literacy development: A collaborative research circle project
Karen Boardman, Charlotte Hindley and Silvia Cont
- 60 The importance of engaging families and the wider community in children's learning: A Welsh perspective
Suzanne Sarjeant and David Egan
- 64 The drivers behind attendance: How understanding parental engagement can be used to support attendance at school
Harriet Ratty
- 67 Supporting looked after children in mainstream secondary schools in the UK
Luke Donnelly
- 70 Supporting pupil mental health and wellbeing: Understanding the complexity
Lisa-Maria Müller