In 2010, a comprehensive secondary school in the south of England implemented a whole-school approach to ‘learning to learn’ (L2L). Drawing on a range of evidence-based practices, a team of teachers worked collaboratively to design and deliver a taught L2L curriculum to all students throughout Key Stage 3 at Sea View. By the end of year 9, a significantly higher proportion of L2L students were either hitting or exceeding their target grades, compared with the control group. There was also a significant closing of the attainment gap between students eligible for the pupil premium and their peers (2%, vs. 25% in the control group).

In James Mannion’s talk, key features of the L2L approach at Sea View are considered in terms of similarities and differences with other L2L approaches. Recommendations for further research and development of the field are proposed.

As the Education Endowment Foundation and a growing body of evidence testifies, effectively teaching meta-cognition can considerably impact the attainment of pupils. However, practitioners, particularly those who teach pupils outside of a school context, can often find it difficult to put meta-cognitive skills teaching into practice. Joe Collin’s talk will explain how the King’s Scholars scheme, a pre-16 widening participation initiative, has designed, implemented and evaluated a meta-cognitive skills curriculum.

In a research collaboration with UCL, The Brilliant Club targeted pupils from regions with the lowest participation in higher education and ran a bespoke version of The Scholars Programme, focusing specifically on increasing meta-cognition and academic writing skills. Dr Celeste Cheung’s talk will discuss the evaluation, key findings and the practical challenges experienced.

Tuesday 27th February 2018
1:00-3:00pm
All seminars in this series are free to attend, and take place at UCL’s central London campus.

Book your place now