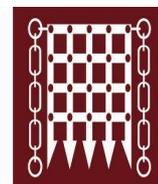


Westminster Education Forum Keynote Seminar: Priorities for Key Stage 3 - curriculum, assessment and effective use of the pupil premium

Timing: Morning, Thursday, 23rd November 2017

Venue: Central London



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Draft agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Emma Hardy MP, Member, Education Select Committee
- 9.05 - 9.35 **Still the 'wasted years'? - the quality of Key Stage 3 in England's schools**
Matthew Purves, Deputy Director, Education Inspection Policy, Ofsted
Questions and comments from the floor
- 9.35 - 9.50 **The challenges for teaching Key Stage 3**
Sarah Hannafin, Senior Policy Advisor, NAHT
- 9.50 - 10.50 **Curriculum and assessment at Key Stage 3 - transition, breadth and accountability and the impact of GCSE reform**
In what further ways can schools improve the way they work together to manage the transition between primary and secondary to ensure that prior learning at Key Stage 2 (KS2) is effectively built upon? With interim findings from Ofsted's review of the curriculum recently released and following the introduction of the EBacc measure, what has been the impact of Key Stage 4 reform on the operation and focus of Key Stage 3 in secondary education? With 1 in 5 inspection reports between September 2014 and March 2015 identifying KS3 as an area for improvement, how can it be ensured KS3 is not overshadowed by the comparatively high-stake KS2 and KS4 years, for instance with regard to timetabling and staffing? What options should Government consider when proposing reform to accountability at KS3 including the reinstatement of SATs in Year 9? How can concerns that there is greater emphasis placed on pastoral care over academic attainment at the start of KS3 be addressed? What recommendations can be made to policymakers to ensure numeracy skills are as much a priority as literacy skills in the design on KS3 curriculums? How can the quality of teaching and learning in history, geography and modern foreign languages be improved at KS3 and matched by high levels of achievement?
Richard Lord, Headteacher, The Deepings School, Cambridgeshire
Dr Richard Harris, Associate Professor, Institute for Education, University of Reading
Dr Andrew Chandler-Grevatt, Assessment Editor, Key Stage 3 Activate Scheme, Oxford University Press and Teaching Fellow in Science Education, University of Sussex
Eric Halton, County Education Manager, Professional Learning, Hampshire County Council
Steve Brace, Head of Education and Outdoor Learning, Royal Geographical Society
Questions and comments from the floor with **Sarah Hannafin**, Senior Policy Advisor, NAHT
- 10.50 - 10.55 **Chair's closing remarks**
Emma Hardy MP, Member, Education Select Committee
- 10.55 - 11.25 Coffee
- 11.25 - 11.30 **Chair's opening remarks**
Senior Parliamentarian
- 11.30 - 11.45 **Case study: Innovation in English teaching at Key Stage 3**
Nick Wallace, Senior Curriculum and Development Lead, Ark
Questions and comments from the floor
- 11.45 - 12.05 **Attainment, social disadvantage and 'ability grouping' at Key Stage 3**
Professor Jeremy Hodgen, Chair of Mathematics Education, University College London and Professor of Mathematics Education, University of Nottingham
Questions and comments from the floor
- 12.05 - 12.55 **Pupil progress in Key Stage 3 - preventing further widening in the attainment gap and effective use of the pupil premium**
In light of findings from Ofsted's report 'Key Stage 3: The Wasted Years?' showing that some school leaders are not utilising pupil premium funding effectively to close gaps quickly at KS3, how can it be ensured, in secondary schools, that pupil premium students are the sole benefactors from the extra funding? To what extent do children from disadvantaged backgrounds experience a drop off in progress during secondary school, as highlighted in the Social Mobility Commission's report 'Low income pupils' progress at secondary school', and what are the most effective means of reversing this trend? What options should be considered by Government and schools in preventing a further widening of the attainment gap at KS3, including ensuring higher levels of interaction between teachers and parents at this Key Stage?
Suzanne O'Farrell, Curriculum and Assessment Specialist, ASCL
Jeremy Waxman, Former Headteacher, Kingsbury High School, London
Senior representative, local authority
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Senior Parliamentarian
Sean Cudmore, Deputy Editor, Westminster Education Forum