

Westminster Education Forum Keynote Seminar: Reforms to primary assessment and accountability - assessment without levels, revised floor standards and new baseline tests

Timing: Morning, Wednesday, 9th December 2015

Venue: Royal Society, 6-9 Carlton House Terrace, London SW1Y 5AG



**WESTMINSTER
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Agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Lord Sutherland of Houndwood
- 9.05 - 9.30 **Assessment without levels - an update from the Commission**
John McIntosh, Chair, Commission on Assessment Without Levels
Questions and comments from the floor
- 9.30 - 9.40 **'Grasping the nettle: making the most of the opportunities afforded by curriculum and assessment reform'**
Julie McCulloch, Primary Leadership Specialist, ASCL
- 9.40 - 10.35 **Implementing the new primary curriculum - assessment, teaching and preparation for secondary school**
To what extent has the introduction of a reformed National Curriculum, which is perceived to be tougher, improved pupils' secondary readiness? How can schools be supported to prepare students for the more rigorous National Curriculum tests in Maths, Science and English, amidst concerns raised that one in three students will struggle to pass them? In what ways will schools use freedoms available in the new National Curriculum to personalise provision to meet specific needs of pupils; how can they be supported to share best practice in teaching and learning? What could be done to address concerns that some schools are still using the old national curriculum levels due to the lack of support available, and should Government continue initiatives such as the Assessment Innovation Fund to help schools develop new forms of assessment? How can Government address concerns that the new 'assessment without levels' system will incentivise teachers to choose less innovative assessment methods, in order to help a school's performance in the Ofsted inspection process? With schools using different forms of pupil assessment, what could be done to support comparable understanding of pupil progress, particularly when pupils change schools? What would be the impact on secondary schools of proposals to make all Year Six students that fail national tests retake them on arrival at secondary school; will the current catch-up funding given to schools be sufficient to help pupils prepare for re-sits?
Claire-Louise West, Head of School, South Farnham School, Surrey
Greg Watson, Chief Executive, GL Assessment
Ben Fuller, President, AAIA (Association for Achievement and Improvement through Assessment) and Lead Assessment Adviser, Herts for Learning
David Perks, Principal, East London Science School
Questions and comments from the floor with **Julie McCulloch**, Primary Leadership Specialist, ASCL
- 10.35 - 10.55 **Developing high quality teacher assessment and sharing best practice**
David Watson, North West Representative, Teaching Schools Council
Questions and comments from the floor
- 10.55 - 11.00 **Chair's closing remarks**
Lord Sutherland of Houndwood
- 11.00 - 11.25 Coffee
- 11.25 - 11.30 **Chair's opening remarks**
Danny Kinahan MP, Chair, All-Party Parliamentary Group for Education
- 11.30 - 11.55 **Reforms to accountability at primary level - the introduction of new baseline tests**
Catherine Wreyford, Head of Assessment Policy, Department for Education
Questions and comments from the floor
- 11.55 - 12.55 **Measuring pupil progress - baseline tests, higher floor standards and tracking pupil attainment effectively**
Is monitoring progress from reception baseline to Key Stage 2, to be introduced from 2016, the most effective way to measure pupil progress, and should alternative options be considered? What could be done to support schools choosing to opt out from using the baseline to meet the tougher floor targets? With pupils being expected to take baseline tests within the first few weeks of starting school, how can Government address concerns that their introduction will divert teacher time away from supporting pupils learning and settling into school? What will be the likely impact of formal tests at the end of Key Stage 1 as recently proposed by Government, and is it the most effective way of monitoring pupil progress prior to students beginning Key Stage 2? How can schools be supported to meet the new tougher floor standards - which mean that 85% of pupils need to achieve required standards in literacy and numeracy by the end of school? What impact will Government proposals to label schools as 'coasting' if they fail to achieve the 85% pupil attainment target have, particularly in relation to the pressure placed on staff and the future stability of such schools? In what ways can schools further make use of available modern technology to measure pupil progress; and how can schools be encouraged to share best practice? In addition to retaining the P-scales, what steps can be taken to ensure that schools are sufficiently held to account for the attainment and progress made by low-attaining pupils?
Dr Ken Jones, Senior Policy Officer, Curriculum and Assessment, NUT
Edward Prout, Business Development Manager, Mencap
Dr Christine Merrell, Director of Research, Centre for Evaluation and Monitoring (CEM), Durham University
Nancy Stewart, Vice Chair, TACTYC
Chris Smith, Head of Education Technology, EES for Schools
Jan Dubiel, National Development Manager, Early Excellence
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Danny Kinahan MP, Chair, All-Party Parliamentary Group for Education
Dieuni Welihinda, Forum Lead, Westminster Education Forum