**Westminster Education Forum Keynote Seminar: Using data and evidence in education: teacher engagement, measuring pupil progress and use in classroom teaching**
*Timing: Morning, Thursday, 30th March 2017*
*Venue: Sixty One Whitehall, London SW1A 2ET*

WESTMINSTER EDUCATION FORUM

*Draft agenda subject to change*

8.30 - 9.00 Registration and coffee

9.00 - 9.05 **Chair's opening remarks**
**Flick Drummond MP**, Treasurer, All-Party Parliamentary Group for the Teaching Profession

9.05 - 9.30 **Creating an evidence informed teaching profession - role of the College of Teaching**
**Professor Dame Alison Peacock,** Chief Executive Officer, The Chartered College of Teaching
Questions and comments from the floor

9.30 - 10.20 **Improving teacher engagement with data and research - tackling barriers and improving support for staff**
*What further steps could be taken in addition to the creation of the Chartered College of Teaching in order to fulfil the Government's aim of creating an evidence- informed teaching profession? In light of concerns raised about low data literacy is hindering teacher engagement with research, how might improvements be made? Should initial teacher training programmes include more training on the use of education research and data in teaching? If so, how can this be implemented to courses? In what ways can schools and universities work together to ensure that the latest education research reaches teachers? What could be done to tackle barriers to the use of teacher engagement with education research such as the lack of access to high quality CPD?*
**Professor Linda La Velle**, Chair, Research and International Committee, Universities' Council for the Education of Teachers
**Dr Sarah Younie**, Reader in Education, De Montfort University and Charity Co-Chair, Education Futures Collaboration (EFC)
**Nansi Ellis**, Assistant General Secretary (Policy), ATL
**Dr Richard Churches**, Lead Adviser, Education Reform and Evidence Based Practice, Education Development Trust
Questions and comments from the floor

10.20 - 10.25 **Chair's closing remarks**
**Flick Drummond MP**, Treasurer, All-Party Parliamentary Group for the Teaching Profession

10.25 - 10.50 Coffee

10.50 - 10.55 **Chair's opening remarks**
Senior Parliamentarian

10.55 - 11.20 **Progress and ways forward for effective use of research and evidence in the classroom**
**Peter Henderson**, Programme Manager, Education Endowment Foundation
Questions and comments from the floor

11.20 - 12.05 **Incorporating data and research into classroom teaching - addressing challenges and best practice examples**
*What is the potential for the use of data by education practitioners in order to improve classroom teaching and reduce workload challenges? How are schools currently engaging with education research and data to inform teaching practices in the classroom; what more could be done to encourage schools to share best practice examples? What further steps can be taken in addition to creating banks of research that are easily accessible to teachers in order to encourage wider use of data in classroom teaching? How can barriers such as the storage of data and transferability issues be addressed? What steps can be taken to ensure that latest research on pedagogy, teaching and learning are incorporated into everyday classroom teaching?*
**Kate Atkins**, Headteacher, Rosendale Primary School, London
**John Winkley**, Secretary, e-Assessment Association and Director, AlphaPlus Consultancy
**Pippa Lord**, Senior Research Manager, NFER
**Chris Martin**, Deputy Headteacher, The Mountbatten School, Hampshire
Questions and comments from the floor

12.05 - 12.55 **The use of data to measure pupil progress and school improvement**
*How can schools use data effectively to measure pupil progress? Are schools using the most accurate types of data in order to inform the process of measuring pupil progress; in what ways can they be supported to identify and use more accurate types of data? What is the potential for the use of Big Data in school improvement and measuring pupil progress? To what extent can data be used to monitor the impact of different teaching approaches, outcomes for students and school improvement? What are the current best practice examples of the effective use of data and evidence for school improvement and progress monitoring purposes?*
**Greg Watson**, Chief Executive, GL Assessment
**Joshua Perry**, Director, Assembly
**Junaid Mubeen**, Head of Product, Whizz Education
**Dr Timo Hannay**, Founder, SchoolDash
Questions and comments from the floor

12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Senior Parliamentarian
**Michael Ryan**, Deputy Editor, Westminster Education Forum