

Westminster Education Forum Keynote Seminar: Implementing the new National Curriculum

Timing: Morning, Tuesday, 8th October 2013

Venue: Wellcome Trust Lecture Hall, Royal Society, 6-9 Carlton House Terrace, London SW1Y 5AG



WESTMINSTER
EDUCATION
FORUM

Agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chairman's opening remarks**
Kevin Brennan MP, Shadow Minister for Schools
- 9.05 - 9.35 **The new National Curriculum in England**
Jim Magee, Assistant Director, Review of the National Curriculum, Department for Education
Questions and comments from the floor
- 9.35 - 10.25 **Delivering the new National Curriculum**
Perspectives on delivering the curriculum as a whole. How well do the new Programmes of Study support cross-curricular teaching at both primary and secondary level? What are the teacher training and professional development challenges of the new curriculum, and how can these be addressed? Is there sufficient teaching time available to deliver the new Programmes of Study? Are existing resources for teachers sufficient to deliver the new curriculum, and how can external organisations help develop these? What role can school trips and outside visitors play in delivering the curriculum?
Jill Duffy, Managing Director, Schools, Pearson UK
Chris Knights-Branch, Founder, MIST Services
Malcolm Trobe, Deputy General Secretary (Policy), ASCL
Chris Lloyd-Staples, Deputy School Improvement Manager, School Improvement Service, Buckinghamshire Learning Trust
Tim Sherriff, Headteacher, Westfield Community School, Wigan
Questions and comments from the floor
- 10.25 - 11.15 **Transitions in the National Curriculum - progressing through Key Stages and raising the participation age**
Does the Early Years Foundation Stage (EYFS) support a smooth progression to Key Stage 1, and how well does the new curriculum for Key Stage 1 build upon the components of the EYFS? Do Key Stages 2 and 3 in the new curriculum support pupils in the transition from primary to secondary school? Do the Programmes of Study, particularly for related subjects such as Computing, Maths, and Science, link together sufficiently to provide pupils with the knowledge and skills to prepare them for the transition between the Key Stages? How can transitions be managed for children moving to academies or free schools that do not follow the National Curriculum? Are the Programmes of Study sufficiently flexible in the knowledge expected at each Key Stage to ensure all pupils make progress, including those who fall behind? How well does the curriculum prepare pupils for the expected introduction of compulsory English and Maths education to age 18?
Professor Rosamund Sutherland, Professor of Education, University of Bristol
Daisy Christodoulou, Research and Development Manager, ARK Academies
Alison Peacock, Headteacher, The Wroxham School, Hertfordshire
John D'Abbro, Headteacher, New Rush Hall Group, Redbridge, Essex
Questions and comments from the floor
- 11.15 - 11.20 **Chairman's closing remarks**
Kevin Brennan MP, Shadow Minister for Schools
- 11.20 - 11.45 Coffee
- 11.45 - 11.50 **Chairman's opening remarks**
Sean Cudmore, Deputy Editor, Westminster Education Forum
- 11.50 - 12.05 **The balance between core knowledge and 'soft skills'**
Tim Oates, Group Director, Assessment Research & Development, Cambridge Assessment and Chair, Expert Panel, National Curriculum Review (2011)
- 12.05 - 12.55 **Beyond the Programmes of Study: towards a rounded school curriculum**
What subjects and topics are missing from the curriculum, and what scope is there for schools to include material outside the Programmes of Study? How can schools ensure that 'soft skills' such as confidence and resilience are developed within pupils' education as well as core knowledge? How can pupils be encouraged to enjoy learning from an early age? What lessons can schools learn from curriculum innovation in academies and independent schools that do not follow the National Curriculum? Should Government develop a statutory framework for Personal, Social, Health and Economic (PSHE) education, and how can these elements be incorporated into the new curriculum?
Marcelo Staricoff, Headteacher, Hertford Infant and Nursery School, Brighton and Visiting Lecturer, School of Education, University of Brighton
David Crossley, Executive Director, Whole Education Network
Tony Little, The Head Master, Eton College
Questions and comments from the floor with **Tim Oates**, Group Director, Assessment Research and Development, Cambridge Assessment and Chair, Expert Panel, National Curriculum Review (2011)
- 12.55 - 13.00 **Chairman's and Westminster Education Forum closing remarks**
Sean Cudmore, Deputy Editor, Westminster Education Forum