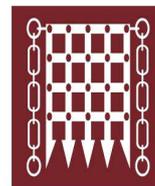


Westminster Education Forum Keynote Seminar: Next steps for reforming primary education: effective teaching practices, assessment and accountability

Timing: Morning, Wednesday, 18th January 2017

Venue: Glaziers Hall, 9 Montague Close, London SE1 9DD



**WESTMINSTER
EDUCATION
FORUM**

Agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Mark Parrett, Audit Manager, Education Value for Money, National Audit Office
- 9.05 - 9.35 **Delivering the new rigorous curriculum - the Teaching Schools Council review into effective primary teaching practice**
Dame Reena Keeble, Chair, Review of Effective Primary Teaching Practice, Teaching Schools Council
Questions and comments from the floor
- 9.35 - 9.45 **Key findings from the NAHT's independent review into assessment at primary level**
Sarah Hannafin, Policy Advisor and Member, Independent Assessment Review Group, NAHT
- 9.45 - 10.45 **Assessment at primary level: quality, comparability and improving secondary readiness**
Is assessment at primary level focusing on the most appropriate elements of the curriculum; what more could be done to further align assessment with key components of the new mastery curriculum? How successful has the implementation of assessment without levels been so far and what are notable best practice examples of delivery? What would be the likely impact of the proposed introduction of guidance for the moderation of teacher assessment on further improving teacher led assessment? How can teacher training and professional development opportunities be further tailored so that teachers are best prepared to carry out effective teacher-led assessment? How can concerns raised about the lack of validity and comparability between the new teacher-led assessments be addressed? Does the new curriculum and assessment regime adequately prepare pupils for secondary education? Will the proposed introduction of a new package for schools to support year 7 pupils be sufficient in helping students that fail to achieve the required national standard in Key Stage 2 tests to catch up? In light of the concerns raised by some teachers about the 'age inappropriateness' of assessments at Key Stage 1 and 2, what factors should the government take into consider when designing future tests?
Julie McCulloch, Primary and Governance Specialist, ASCL
Amanda Nuttall, Senior Lecturer and Programme Coordinator, Primary Later Years Undergraduate Provision, Institute of Childhood and Education, Leeds Trinity University
Simon Flint, Headteacher, Newlands Community Primary School, Leicestershire
Questions and comments from the floor with **Sarah Hannafin**, Policy Advisor and Member, Independent Assessment Review Group, NAHT
- 10.45 - 10.50 **Chair's closing remarks**
Mark Parrett, Audit Manager, Education Value for Money, National Audit Office
- 10.50 - 11.20 Coffee
- 11.20 - 11.25 **Chair's opening remarks**
Baroness Perry of Southwark
- 11.25 - 11.55 **Assessing pupils working below the standard of national curriculum tests - update from the Rochford review**
Paul Harris, Member, The Rochford Review and Executive Headteacher, Curwen Primary School, London and Kensington Primary School, London
Questions and comments from the floor
- 11.55 - 12.55 **Measuring pupil progress and reforms to accountability at primary level**
How has the introduction of the new high-stakes assessment so far affected the accountability of primary schools? What is the latest thinking, ahead of the launch of a consultation in the New Year, on the impact so far of reforms to primary assessment on primary accountability? How can schools tackle the challenges of effectively tracking pupil progress in the absence of national curriculum levels and share best practice examples of tracking progress? How can the Government address concerns raised by teaching unions that the new more rigorous Key Stage 1 and 2 tests will see schools falling below the required floor standards? How can schools be supported to help pupils meet the tougher reading, writing and mathematics standards in order for schools to meet the tougher floor standards in order to avoid being classed as a 'coasting school'? In light of the Government's decision to abandon the use of the reception baseline as a progress measure between reception and year 1, what type of accountability system should be in place to monitor progress at this stage?
Sarah Maughan, Director of Research, AlphaPlus Consultancy
Professor Ken Jones, Senior Policy Officer, Curriculum and Assessment, NUT
Nancy Stewart, Vice Chair, TACTYC: Association for Professional Development in Early Years
Maxine Evans, Chief Executive, NET Academies Trust
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Baroness Perry of Southwark
Sean Cudmore, Deputy Editor, Westminster Education Forum