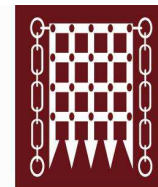


**Westminster Education Forum Keynote Seminar:
Reforming primary assessment in England and implications for school accountability**

Timing: Morning, Thursday, 7th December 2017

Venue: Central London

Draft agenda subject to change



**WESTMINSTER
EDUCATION
FORUM**

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Senior Parliamentarian
- 9.05 - 9.30 **Reforms to assessment at primary level - points of emphasis**
Senior speaker confirmed from the **Department for Education** (Subject to Departmental business)
Questions and comments from the floor
- 9.30 - 10.20 **School-readiness, proposals to re-introduce a reception baseline and improving the Early Years Foundation Stage Profile**
In light of proposals to re-introduce a baseline test at primary level, what steps can be taken to ensure the right starting point for capturing children's progress at primary school? How should the collection and use of data be developed to more accurately determine a child's 'school-readiness'? What position should the proposed baseline test take alongside the Early Years Foundation Stage Profile (EYFSP) in measuring pupil progress? What lessons can be learnt from the design of the previous reception baseline assessment, discontinued in 2016 and what options should be considered in the design of the new baseline? Does the proposal for the new baseline tests to not be used as a school accountability measure adequately address concerns about the creation of high-stakes learning environments? What options should be considered in the reform of the EYFSP - including in reducing the burden on teaching staff?
Lynn Knapp, Headteacher, Windmill Primary School, Oxford
Greg Watson, Chief Executive, GL Assessment
Nancy Stewart, Vice Chair, TACTYC: Association for Professional Development in Early Years
Amanda Lowe, Achievement Advisor, Norfolk County Council
Questions and comments from the floor
- 10.20 - 10.25 **Chair's closing remarks**
Senior Parliamentarian
- 10.25 - 10.50 Coffee
- 10.50 - 10.55 **Chair's opening remarks**
Baroness Perry of Southwark
- 10.55 - 11.05 **Effective testing at primary level: key findings from the Education Select Committee Primary Assessment Inquiry and international case study**
Committee specialist confirmed from the **Education Select Committee**
Senior representative, think tank
- 11.05 - 11.55 **Reforming testing at Key Stage 1 and Key Stage 2 - statutory status, accountability and improving secondary school readiness**
In light of proposals to end the statutory status of KS1 tests, what options should be considered to ensure schools remain accountable at the midway point in primary school - including sampling schools, the provision of test materials for benchmarking pupils and keeping parents informed? With proposals to introduce a baseline test at reception, what would be the most effective accountability arrangements for the end of KS2 in all-through primaries and what alternative provision should be made for infant, middle and junior schools' progress measures? In the interests of reducing workload whilst continuing to incorporate teachers' professional judgement in the statutory assessment system, how can teachers best be supported during the review of the statutory, summative status of collecting teacher assessment data and national curriculum test data at the end of KS2? Should the statutory obligation to carry out teacher assessment in English reading and mathematics at KS2 be removed when only test data is used in performance measures? What are the likely challenges in the implementation of proposals to allow a greater degree of flexibility through 'best fit' marking of English writing?
Tim Oates, Group Director of Assessment Research and Development, Cambridge Assessment
Sarah Hannafin, Senior Policy Advisor, NAHT
Senior representative, governing body
Questions and comments from the floor with committee specialist confirmed from the **Education Select Committee** and senior representative, think tank
- 11.55 - 12.30 **Assessing pupils working below the standards of national curriculum tests - implementing the Rochford Review recommendations**
In what ways can support to children working below the overall standard of the national curriculum be improved? In what way will the removal of statutory assessment using performance scales help measure the progress of SEND pupils? What options should be considered in implementing the recommendation to make interim pre-key stage standards permanent - including extending to all pupils engaged in subject-specific learning? What are the possible challenges for schools if the recommendation to assess all four areas of need outlined in the SEND Code of Practice, including - communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical needs - is taken up? What further work needs to be done to support children for whom English is an additional language?
Senior representative, disability body
Headteacher
Questions and comments from the floor
- 12.30 - 12.55 **Holding schools to account under a reformed assessment structure**
Joanna Hall HMI, Deputy Director for Schools, Ofsted
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