

Westminster Education Forum Keynote Seminar:

Reforming primary assessment in England and implications for school accountability

Timing: Morning, Thursday, 7th December 2017

Venue: Royal Aeronautical Society, 4 Hamilton Place, London W1J 7BQ

Draft agenda subject to change



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- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Lord Tope
- 9.05 - 9.30 **Reforms to assessment at primary level - points of emphasis**
Senior speaker confirmed from the **Department for Education**
Questions and comments from the floor
- 9.30 - 10.15 **School-readiness, proposals to re-introduce a reception baseline and improving the Early Years Foundation Stage Profile**
In light of recent Government plans to re-introduce a 'teacher-mediated' baseline test at reception, what steps can be taken to ensure the design an effective assessment for capturing children's progress at the beginning of primary school? Furthermore, what lessons can be learnt from the design of the previous reception baseline assessment, discontinued in 2016 to what extent will the check be developed in conjunction with the teaching profession? What position should the baseline test take alongside the Early Years Foundation Stage Profile (EYFSP) in measuring pupil progress? How should the collection and use of data be developed to more accurately determine a child's school-readiness? 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
- 10.15 - 10.35 **Effective testing at primary level: key findings from the Education Select Committee Primary Assessment Inquiry**
Committee specialist confirmed from the **Education Select Committee**
Questions and comments from the floor
- 10.35 - 10.40 **Chair's closing remarks**
Lord Tope
- 10.40 - 11.05 Coffee
- 11.05 - 11.10 **Chair's opening remarks**
Baroness Perry of Southwark
- 11.10 - 11.20 **'Holding primary schools to account for the right things': latest from the ASCL-led review**
Richard Selfridge, Blogger, *Jack Marwood's Icing on the Cake - An education blog*
- 11.20 - 11.55 **Reforming testing at Key Stage 1 and Key Stage 2 - statutory status, accountability and improving secondary school-readiness**
In light of the recent Government announcement to end the statutory status of KS1 tests from 2023, 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 Government no longer requiring the collection of teacher assessment data at the end of KS2 from 2018-19 onwards, 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? What are the likely challenges in the implementation of plans to allow a greater degree of flexibility in the marking of English writing? Is the introduction of multiplication tables check at year 4 from 2019-2020 likely to be effective in aiding children's fluency in mathematics?
Daisy Christodoulou, Director of Education, No More Marking
Sarah Hannafin, Senior Policy Advisor, NAHT
Questions and comments from the floor with **Richard Selfridge**, Blogger, *Jack Marwood's Icing on the Cake - An education blog*
- 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 extending pre-key stage standards 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?
Michael Surr, Education Development Officer, nasen and Editor, nasen connect
Silvana Richardson, Head of Programme Quality, The Bell Foundation
Peter Imray, Independent Trainer and Consultant, The Peter Imray Senta
Questions and comments from the floor
- 12.30 - 12.55 **Holding schools to account under a reformed assessment structure**
Lee Owston HMI, Specialist Advisor, Early Education, 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