

Westminster Education Forum Keynote Seminar: Primary school assessment and accountability reform - removing levels, new baseline tests and revised floor standards

Timing: Morning, Wednesday, 5th November 2014

Venue: Royal Society, 6-9 Carlton House Terrace, London SW1Y 5AG

Draft agenda subject to change



- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Baroness Howe of Idlicote, Member, All-Party Parliamentary Group for Education
- 9.05 - 9.35 **Reforms to assessments and accountability at primary level**
Annabel Burns, Deputy Director, Accountability, Assessment, Department for Education
Questions and comments from the floor
- 9.35 - 9.45 **Supporting schools in designing**
Russell Hobby, General Secretary, NAHT
- 9.45 - 10.45 **Implementing new forms of pupil assessment without levels**
What will be the likely impact of replacing National Curriculum levels with new freedoms for schools to devise their own forms of pupil assessment or adopt a system designed by a third party; what steps can Government and Ofsted take to ensure these new assessment methods are effective and rigorous? How can sharing of best practice be improved; do the approaches emanating from the Assessment Innovation Fund so far provide a set of suitable assessment frameworks for other schools to easily adopt? Should Government do more to guide schools in devising suitable forms of assessment, how well has the NAHT Commission on Assessment fulfilled this task? Given the removal of level descriptors, what steps could be taken to ensure that new and existing teaching staff have sufficient support to deliver consistent pupil assessment? What steps should schools take to ensure their assessment frameworks result in parents being able to easily understand their child's progress; how can developments in mobile and other technologies, be used to communicate progress effectively to parents? With each school using custom forms of pupil assessment, what steps should be taken to support comparable understanding of pupil progress when a pupil changes between primary schools?
Professor Emerita Mary James, Faculty of Education, University of Cambridge and former President, British Educational Research Association
Vicki Shotbolt, Founder and Chief Executive Officer, The Parent Zone
Dr Gene M Kerns, Chief Academic Officer, Renaissance Learning
Debbie Morgan, Director for Primary, National Centre for Excellence in the Teaching of Mathematics
Chris Smith, Head of Educational Technology and Business Development, Essex Education Services, Essex County Council
Questions and comments from the floor with **Russell Hobby**, General Secretary, NAHT
- 10.45 - 10.50 **Chair's closing remarks**
Baroness Howe of Idlicote, Member, All-Party Parliamentary Group for Education
- 10.50 - 11.20 Coffee
- 11.20 - 11.25 **Chair's opening remarks**
Dr Guy Roberts-Holmes, Senior Lecturer, Early Years and Primary Education, Institute of Education, University of London
- 11.25 - 11.45 **Improving quality and consistency in teacher assessment**
David Weston, Chief Executive, Teacher Development Trust
Questions and comments from the floor
- 11.45 - 11.55 **Monitoring pupil progress at primary level**
Professor Peter Tymms, Director, iPIPS, School of Education and Professor of Education, Durham University
- 11.55 - 12.55 **Introducing new accountability measures for primary schools: baseline tests, pupil progress and higher floor standards**
How can schools be helped to prepare for the new baseline tests for reception pupils, and how should Government respond to concerns about the impact these tests may have on shifting early years teaching away from the 'learning through play' model? What would be the likely impact of making pupils' progress from baseline to the end of Key Stage 2 the key accountability measures for primary schools? Do the performance descriptors for the new Key Stage 1 and 2 assessments accurately reflect the required level of understanding required at these stages in the core subjects? How can the moderation regime be developed to ensure consistency in teacher-led assessments for the new National Curriculum tests? What steps could be taken to help schools meet the new floor standards of 85% of pupils, by the end of primary school, achieving a minimum scaled score similar to the expectations of Level 4b under the current system? Are the proposed new scaled scores, replacing the current, broader system of Levels, a more effective way of measuring pupil progress? How should the new accountability system be applied to infant schools? In addition to retaining the P-scales, what steps can be taken to ensure that schools are sufficiently held into account for the attainment and progress made by low attaining pupils?
Rosamund McNeil, Head, Education and Equalities Department, NUT
Claire-Louise West, Deputy Head, South Farnham School, Hampshire
Liz Twist, Head, Centre for Assessment, National Foundation for Educational Research
Jan Dubiel, National Development Manager, Early Excellence
Wendy Scott, Core-member, Advisory Team, Save Childhood Movement
Questions and comments from the floor with **Professor Peter Tymms**, Director, iPIPS, School of Education and Professor of Education, Durham University
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Dr Guy Roberts-Holmes, Senior Lecturer, Early Years and Primary Education, Institute of Education, University of London
Jonny Roberts, Associate Editor, Westminster Education Forum

