

EDUCATION SERVICES CONFERENCE 2016

ASSESSMENT WITHOUT LEVELS

PRINCIPLES INTO PRACTICE

FRIDAY

11 NOVEMBER 2016

9.15AM – 3.30PM

THE TOMLINSON CENTRE

QUEENSBRIDGE ROAD

LONDON E8 3ND

KEYNOTE SPEAKERS

Tim Oates

Group Director of Assessment Research and
Development, Cambridge Assessment

Dame Alison Peacock

Executive Headteacher, The Wroxham School

Stephen Turp

LA Programme Manager, FFT Aspire

CHAIR

Calvin Henry

Leadership and Management Adviser,
Hackney Learning Trust



hackney
learning trust

CONFERENCE

Are your assessment systems fit for purpose?

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WHY THIS CONFERENCE?

In September 2015, schools were asked to design an assessment model which met the requirements of the new National Curriculum and their wider school curriculum.

Leaders in Hackney and beyond have worked together to design effective models and to share best practice to ensure that the systems they put in place are robust, fit for purpose and have a positive impact on learning. This conference will explore effective school-led systems for assessment and will support leaders to evaluate current practice and identify a way forward.

You will leave this conference with the strategies to refine and enhance your assessment systems so that you can optimise learning for every child.

OVERVIEW

KEY AREAS TO BE EXPLORED INCLUDE:

- Aligning assessment and pedagogic practice
- Developing approaches to assessment that foster independence and motivation
- Best practice features of good assessment systems
- Sharing learning of developing assessment systems related to moderation and accurate assessment
- Sustaining and enhancing assessment for learning
- Reporting to parents

WHO SHOULD ATTEND?

- Academy Trusts and Federations
- Headteachers
- Deputy Headteachers
- Assistant Headteachers
- Local Authority personnel

ONLY

£210+VAT
per delegate



PROGRAMME

08.30 **Registration, refreshments and networking**

09.15 **Welcome**

Anne Canning

Acting Group Director of Children, Adults and Community Health,
London Borough of Hackney

09.20 **Chair's opening remarks**

Calvin Henry

Leadership and Management Advisor, Hackney Learning Trust

09.30 **Breaking free of the gravitational pull of levels**

Tim Oates

Group Director of Assessment Research and Development,
Cambridge Assessment

This presentation will cover some old ground – the evidence for no longer using National Curriculum Levels – but it also will engage with why some schools are finding it hard to move away from levels, and why some have re-invented them. Examining international evidence on on-going and summary assessment, the presentation will tie assessment practice strongly to pedagogic practice, as well as giving details of approaches which genuinely go 'beyond Levels'.

10.00 **Q&A**



Primary and secondary delegates will be split into different rooms to hear relevant talks.

10.10 **Assessment for learning without limits** *(for primary delegates)*

Dame Alison Peacock

Executive Headteacher, The Wroxham School

Dame Alison will explore an alternative approach to assessment and provide an opportunity to consider the positive impact of formative assessment as part of a pedagogical approach that fosters independence, engagement and intrinsic motivation to learn. The Wroxham School has worked for a number of years in a manner that has focused on high quality teaching and feedback, rather than on levelling and assessment driven by numerical measurement. Alison's work is informed by 'Learning without Limits' research studies and extensive experience of curriculum development. She is working with The Prince's Teaching Institute to build high expectations of teachers' own subject knowledge to inform irresistible learning opportunities for all children.

A sigh of relief – not yet! *(for secondary delegates)*

Stephen Turp

LA Programme Manager, FFT Aspire

2016 only sees the start of what will be one of the most turbulent periods in secondary education that most of us have lived through. The introduction of Progress 8, EBacc and GCSE revised points is only the start of an era that history will call the 'Years of predictable unpredictability'. The phasing in of new GCSEs and the further revision of points will send national figures into a spin. Forecasting trends and school comparisons will become, for a while, the stuff of legend.

10.50 **Q&A**



PROGRAMME

11.00 **Coffee break**

11.20 **Workshop session 1** *(please see pages 7–11)*

12.50 **Lunch, networking**

13.40 **Workshop session 2** *(please see pages 7–11)*

15.10 **Reflection and feedback**

Each table will have a designated Hackney Learning Trust Leadership and Management Advisor to discuss issues your school is facing and identify key learning from the day.

15.30 **Closing remarks and close of conference**



BOOK ONLINE AT
www.hltconferences.co.uk

WORKSHOPS

Delegates will have the opportunity to book on to two workshops of their choice. One for the 11.20am session and one for the 13.40pm session.

All workshops will be repeated (except workshops 1 and 5, which will be run only in the morning and workshop 4, which will run only in the afternoon). Delegates wishing to attend workshop 6 must have an active Aspire login.

1. Bringing 'learning without limits' principles to life

Run by *Dame Alison Peacock*, Executive Headteacher, The Wroxham School

This workshop will provide an opportunity to consider the positive impact of formative assessment as part of a pedagogical approach that fosters independence, engagement and intrinsic motivation to learn.

- Delegates will develop practical approaches to formative assessment which will support their judgements in the context of the new curriculum
- Ideas and effective strategies will help delegates meet the challenge of assessment and learning in their year groups
- See how learning without limits can positively impact upon children's attainment, achievement, disposition and desire to learn
- Delegates will recognise the significance of formative assessment and frame their pedagogic practice in responsive ways.



2. The Fundamentals Approach to Primary Assessment

Run by **Lucy Blewett**, *Head of Teaching Schools, Primary Advantage*

This workshop will look at the journey taken by a group of schools across the borough to design and implement a model for assessment. The Fundamentals model is in line with the Assessment Commission report on assessment without levels and allows schools to show recordable measures of progress and attainment for all learners. It is based on the premise of 'no learning child left behind' and ensures all teachers, parents and children are clear about each children's strengths and areas for development.

Participants will explore the aims and principles of the model, investigate how a secure-fit, binary approach has helped to enhance assessment practices and consider how this model is used to assess and track learning across KS1 and KS2.

Participants will be able to:

- Discuss the range of formative and summative assessment processes in place across the schools
- Investigate a model which moves away from emerging, developing, secure
- Explore the newly commissioned online assessment tool that supports the in-depth tracking of groups and cohorts
- Become a pilot school for the roll out of The Fundamentals.



3. Moderation: A Year-Long Approach for Primary Schools

Run by **Alex Tate**, Primary Team Manager, Hackney Learning Trust and **Kathleen O'Connor**, Teaching and Learning Consultant, Hackney Learning Trust

The session will outline guidance for senior leaders in establishing an on-going approach to moderation linked to assessment. This professional dialogue will directly impact on planning, progress and professional development of teachers.

This is based on learning from best practice in Hackney schools and Hackney Learning Trust during the 2015–16 academic year.

In this challenging time for schools with significant changes to assessment, moderation is an essential tool for senior leaders to ensure their assessment systems are robust. The following areas will be explored:

- A moderation timeline across the year
- Planning opportunities for effective assessment in reading, writing and maths
- Using a variety of sources of evidence

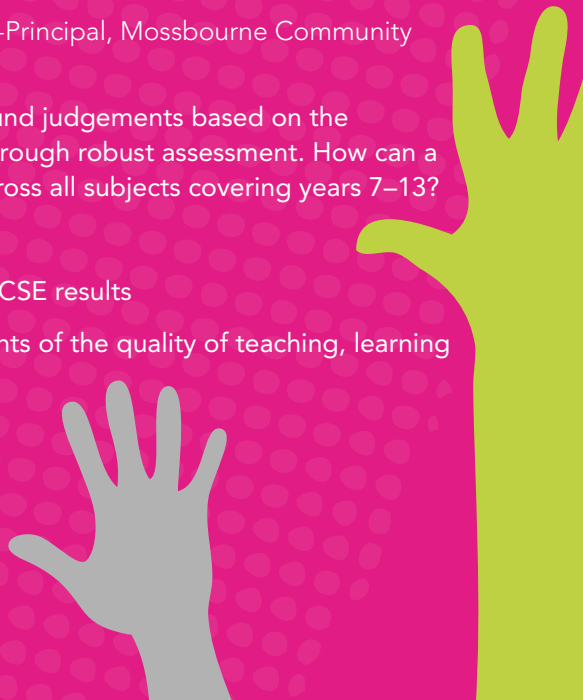
4. Establishing Consistency in Judgements of Standards and Progress for Effective Self Evaluation.

Run by **Steven Jones**, Assistant Vice-Principal, Mossbourne Community Academy

Effective self-evaluation requires sound judgements based on the reliable measurement of progress through robust assessment. How can a consistent approach be achieved across all subjects covering years 7–13?

Issues discussed:

- Effective scrutiny of A-level and GCSE results
- Establishing typicality of judgements of the quality of teaching, learning and progress
- Judging progress over time
- Effective target setting
- Managing the SIP-SEF process.



5. Secondary Assessment Systems

Run by **Hannah Turbet**, Deputy Headteacher, Curriculum and Assessment, Haggerston School

This workshop will provide an opportunity to hear about one school's development and implementation of an assessment without levels system, as well as an opportunity to share and evaluate the work completed in delegates' schools. Hannah's approach to data is that it should be useful and useable for all stakeholders, and Haggerston's system for assessment without levels follows this approach. The school's work has previously been shared across the borough and other schools in partnership with Hackney Learning Trust. The workshop will:

- Share the assessment without levels system that has been developed at Haggerston School with a focus on the principles underpinning the system
- Share the implementation process, and then reflect on areas of success and areas for further development from the school's perspective
- Provide delegates with the opportunity to share and discuss the approach used in their own schools.



6. Developing Effective Practice for Self-Evaluation and Target Setting

Run by **Stephen Turp**, LA Programme Manager, FFT Aspire

This is to be a hands-on session so attendees must bring with them a laptop and have access to their own school's Aspire account.

During this hands-on session, delegates will:

- Be able to use the FFT Aspire self-evaluation suite of reports to support their self-evaluation process and action plan
- Analyse Pupil Premium attainment and progress gaps
- Interpret performance data to review provision for vulnerable groups including pupils with special educational needs, English as an additional language, mobile pupils and those claiming free school meals
- Consider best practice in setting pupil targets to maximise performance
- Share benchmarks and pupil target information effectively with staff, pupils and parents
- Use the new Student Explorer to facilitate staff development in improving provision for individual pupils.

BOOK ONLINE AT
www.hltconferences.co.uk

SPEAKER BIOGRAPHIES

TIM OATES CBE

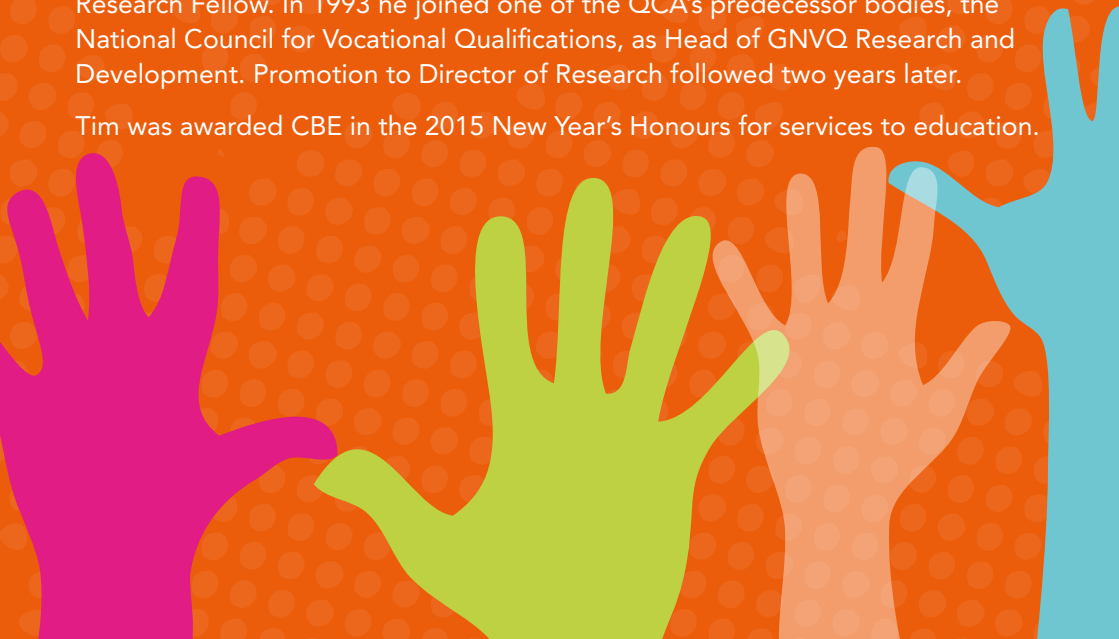
Group Director of Assessment Research and Development,
Cambridge Assessment

Tim Oates joined Cambridge Assessment in May 2006 to spearhead the rapidly growing Assessment Research and Development division. He was previously at the Qualifications and Curriculum Agency, where he had been Head of Research and Statistics for most of the last decade.

Work included advising on a pan-European 8-level qualifications framework. He has advised the UK Government for many years on both practical matters and assessment policy.

He started his career as a research officer at the University of Surrey. He moved to the FE Staff College in 1987 where he helped run the Work-Based Learning project. London University's Institute of Education then appointed him as NCVQ Research Fellow. In 1993 he joined one of the QCA's predecessor bodies, the National Council for Vocational Qualifications, as Head of GNVQ Research and Development. Promotion to Director of Research followed two years later.

Tim was awarded CBE in the 2015 New Year's Honours for services to education.



DAME ALISON PEACOCK

Executive Headteacher, The Wroxham School

Professor Dame Alison Peacock DL, DLitt, MEd, BA, is author of 'Assessment for Learning without Limits' (2016) and co-author of 'Creating Learning without Limits' (2012). Research into Learning without Limits explores an alternative improvement agenda; identifying key dispositions for school leadership where every child and adult is valued and where no one is labelled by so-called 'ability'. Alison has worked in partnership with educational researchers to document her innovative work as a teacher and creative school leader.

Throughout her career, Alison has sought to teach and lead in a manner that encourages the voice of the child, building a trusting environment for dialogue that enriches understanding and builds communities of lifelong learning.

STEPHEN TURP

LA Programme Manager, FFT Aspire

Stephen joined FFT Education as the LA Programme Manager in 2015, where he works closely with local authorities, sharing good practice and advising how FFT Aspire can support local authorities in their role as champions for children and young people.

Stephen is responsible for setting up and coordinating focus groups with local authorities on various topics including how FFT's Aspire Student Explorer tool can be used by school leaders and LA school improvement teams to inform early interventions and meet the needs of LAs and schools. Stephen also plans to set up focus groups on FFT Aspire's Collaborate and the new Virtual School facility.

Stephen plans to develop a network of LA Aspire ambassadors, championing the functionality of the system. Investigating the training needs of local authorities and looking at the best methods of delivery also falls under Stephen's remit at FFT Education.

Prior to joining FFT Education, Stephen worked for Suffolk County Council, as their Adviser for Data and Assessment.



INFORMATION

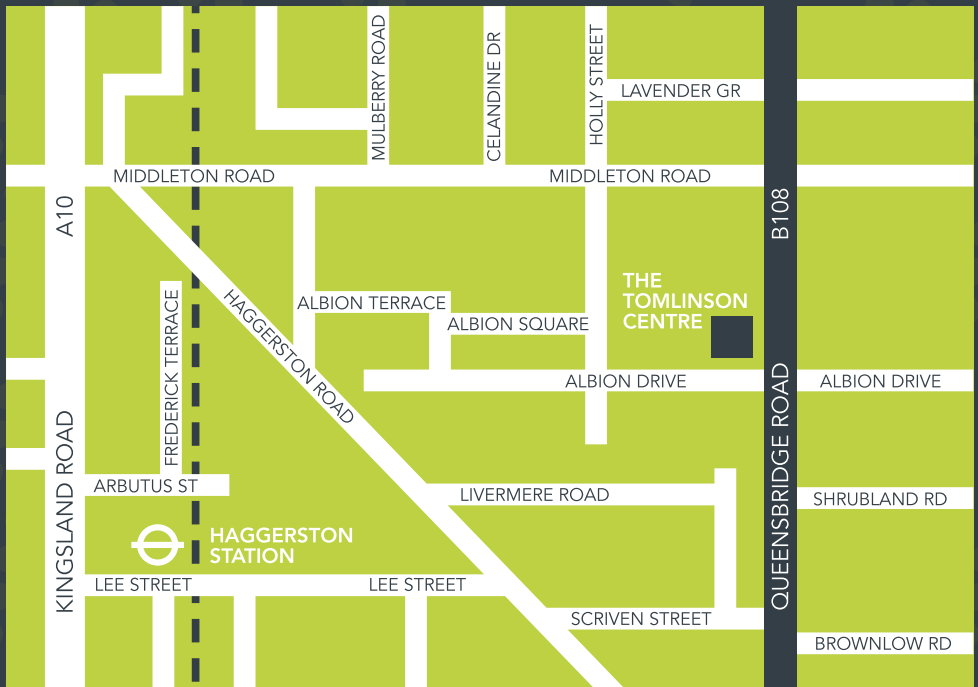
HOW TO FIND US

The Tomlinson Centre is within walking distance of Haggerston Overground station. It is less than one mile from the City, conveniently located between Shoreditch and Dalston. It is serviced by several bus routes passing through Kingsland Road (A10). It is less than five minutes walk from the nearest bus stop.

There is no onsite parking but there are some pay-and-display parking bays close by the centre, in Albion Drive and Middleton Road but the number of spaces is limited. The nearest car park is on Bentley Road, which is an approximately eight minute walk from the centre.

For more information please visit

www.thetomlinsoncentre.co.uk



BOOKING FORM

To book your place, please use one of the following methods:

- Book online at www.hltconferences.co.uk
- Complete this form and email to marketing@learningtrust.co.uk or post to **HLT Marketing Services**
4th Floor, Technology and Learning Centre, 1 Reading Lane, London, E8 1GQ
- Call **020 8820 7474/7254**

DELEGATE REGISTRATION DETAILS *(one delegate per form)*

Full name

School/Organisation

Job title

Email

Telephone

Mobile

You will be able to attend two workshops. These will be allocated on a first come, first served basis.

Please select a first, second and third choice.

WOKSHOPS	CHOICES		
	1	2	3
1. Bringing 'learning without limits' principles to life Run by <i>Dame Alison Peacock</i> (Will run in the morning only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The Fundamentals Approach to Primary Assessment Run by <i>Lucy Blewett</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Moderation: A Year-Long Approach for Primary Schools schools. Run by <i>Alex Tate</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishing Consistency in Judgements of Standards and Progress for Effective Self Evaluation. Run by <i>Steven Jones</i> (Will run in the afternoon only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Secondary Assessment Systems Run by <i>Hannah Turbet</i> (Will run in the morning only)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Developing effective practice for self-evaluation and target setting Run by <i>Stephen Turp</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

By selecting the YES box, I agree my attendance and acknowledge that an invoice of £ £210+VAT (published price) or at a discounted price with a valid promotional code will be sent to me. YES

Signed

Date

Please turn over to continue

QUESTIONS AND SPECIAL REQUIREMENTS

Are there any issues you are currently facing in your school/organisation regarding arts education that you would like to discuss at the conference?

You are invited to let us know what these concerns are here.

Do you have any access requirements? Please leave blank if not.

Do you have any dietary requirements? Please leave blank if not.

INVOICE DETAILS

PO number (if applicable)

Organisation name

Organisation registration number/URN

Contact name

Address (including postcode)

Tel

Email

Promotional code

HOW DID YOU FIND OUT ABOUT THIS CONFERENCE?

Email Mail Flyer Twitter LinkedIn Web advert Referral

Confirmation

Conference places will be confirmed on receipt of your booking form. A set of joining papers will be sent at least one week prior to the event.

Terms and conditions

Please visit www.learningtrust.co.uk/assessment-without-levels and click on the box on right of the page.

Bookings/Payments

All bookings made prior to the conference is a binding agreement to guarantee the delegates attendance. Payment at time of booking is not necessary. Once your booking has

been made an email confirmation and a receipted invoice will be sent. Invoices shall be payable within 30 days of date of issue. All payments should be made via BACS transfer. Where the delegate wishes to pay by cheque, this should be made payable to 'London Borough of Hackney' and sent to the address on the invoice.

Data Protection

London Borough of Hackney is the data controller for the purposes of the Data Protection Act 1998. If you do not wish to be notified about future Hackney Learning Trust conferences and events, please indicate by placing a cross in the box