

An Education Worth Having

Designing an impact curriculum

That is values-led, impact-focused and evidence-informed

Thursday 5th March 2015

The UCL Academy, London

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Agenda

08:45	Refreshments and registration					
09:30	Welcome and introduction <i>With David Crossley, Executive Director, The Whole Education Network</i>					
09:40	Keynote Disciplined innovation: the implications of harnessing evidence to drive improved outcomes for children and inform the design of the curriculum they are offered <i>With Dr Kevan Collins, Chief Executive, Education Endowment Foundation</i>					
10:25	Panel discussion <i>Discussion with school and curriculum leaders who are delivering values-led, evidence-informed and impact-focused curricula that raises attainment and develops wider skills and attributes</i> Panelists <i>Fraser Mitchell, Principal, George Spencer Academy; Rachel Macfarlane, Principal, Isaac Newton Academy; Margaret Kerry, Director of Education and Learning, OCR; Nansi Ellis, Assistant General Secretary, Policy, ATL; Jez Bennett, Deputy Headteacher, Shenley Brook End School</i>					
10:55	Break					
11:15	Breakout sessions High-impact approaches <i>Delegates will participate in one session of their choice</i> <i>Explore how schools are designing, developing and delivering their curriculum in light of EEF and wider research on what is likely to have the greatest impact</i>					
	Project Time Developing literacy, numeracy, and learning skills for our least able students <i>Mark Lovatt, Principal, Lord Lawson of Beamish Academy</i>	Imagining impact Building a whole school vision for impactful teaching and learning <i>Richard Spencer, Vice Principal, Cambridge Meridian Academies Trust</i>	Co-operative learning at The Fallibroome Academy <i>Peter Rubery, Principal, The Fallibroome Academy</i>	BRIDGES A framework for building learning power and character <i>Sugra Alibhai-Watson, Assistant Principal, Isaac Newton Academy</i>	Creating authentic conversations <i>Daniel Shindler, Lead Teacher, Drama & Oracy, School 21</i>	REAL Projects in action <i>John Bosselman, REAL Projects Coach, Innovation Unit</i>
12:00	Breakout and table sessions <i>Delegates will participate in two sessions of their choice</i> <i>Choose from a range of breakout sessions, which will explore and discuss different issues and practice</i>					
	Breakout 1 The journey of our own curriculum and pedagogy <i>Robin Street and Simon McBride, Vice-Principals, The UCL Academy</i> <i>*This session will only run once from 12:00 - 12:30</i>	Breakout 2 A tour of The UCL Academy <i>*This session will only run once from 12:30 - 13:00</i>	Breakout 3 OCR <i>Discuss the developments and implications for schools of changes to GCSEs and other qualifications</i>	Breakout 4 Being data informed <i>Phil Bourne, Director, School and Academy Compliance</i>	Breakout 5 A conversation with the Passmores Student Pedagogy Team – What we think makes a great lesson <i>Students from Passmores Academy</i>	
13:00	Lunch					
13:45	Breakout sessions Key stages <i>Delegates will participate in two sessions of their choice</i> <i>Hear from schools who have used their freedoms to redesign their curriculum at different key stages</i>					
	The ICE Programme Developing a Baccalaureate-inspired Key Stage 3 curriculum through collaborative planning <i>Richard Spencer, Vice Principal, Cambridge Meridian Academies Trust</i>	Continuity, not repetition! Primary to secondary transition <i>Natalie Christie, Vice Principal, Passmores Academy</i>	The new assessment regime A Key Stage 4 curriculum response <i>James Whiting, Curriculum Development Leader, Chiswick School</i>	Opportunities and challenges in Key Stage 5 curriculum <i>Jez Bennett, Deputy Headteacher, Shenley Brook End School</i>	Designing a thematic curriculum at Shireland Collegiate Academy <i>George Faux, Assistant Principal, Shireland Collegiate Academy</i>	
14:45	Closing plenary Key reflections and priorities going forward Panelists <i>Geraldine Davies, Principal, The UCL Academy; Natalie Christie, Vice Principal, Passmores Academy; Mark Lovatt, Principal, Lord Lawson of Beamish Academy</i>					
15:15	Closing comments from Sir John Dunford OBE, National Pupil Premium Champion					
15:30	Finish					

Introduction

The Whole Education Network champions and shares practice that supports the development of a curriculum offer that is “real, relevant and engaging”, that not only will meet the conventional system demands, but also develop wider skills and attributes too. We argue that the offer of an entitlement to a whole education is the only way to truly narrow the gap and genuinely meet the needs and aspirations of children and young people.

Together we can build our confidence to really make a difference

Our annual curriculum conference seeks to explore how we can offer a curriculum that meets the needs of all of our learners, whilst at the same time meeting the demands, challenges and changes to our system; including GCSE and AS Levels examinations, changing accountability measures and life after levels. To help us to navigate this territory we have contributions from; our Partner organisations and supporters, an examination board (OCR), and expertise on data analysis including use of Progress 8. Most importantly, successful schools in our network will share what they are doing in their schools, and what’s working. We genuinely believe that together we can build our confidence, share our knowledge and understand how best to achieve these goals.

The potential of the profession to harness evidence to drive improved outcomes for children

This year, the conference will open with a keynote talk from Dr. Kevan Collins, Chief Executive, Education Endowment Foundation, which will both challenge and inform our thinking. He will explore the potential of the profession to harness evidence to drive improved outcomes for children and inform the design of the curriculum they are offered. We hope the conference will act as catalyst for your school, and mark the beginning of some important on-going development work across the Whole Education Network, with a particular focus on assessment and measuring what we value.

Unleashing the curriculum designer in us all and making the most of the choices we have

Demonstrating what works, being bold, and showing that radical approaches do not just develop wider skills but also deliver in conventional ways too, is surely the best way forward. In England, we have one almost unique advantage – the bulk of the resource is in our hands, in our schools. This gives schools choices and options, but only if they choose to use them. This isn’t really about new money. Rather, it is about abandoning things and redeploying the resources we already have; this is the time for us to stop looking up and to start looking out.

David Crossley, Executive Director, The Whole Education Network

Agenda | Morning Sessions

09:40

Keynote | Disciplined innovation

Dr Kevan Collins, Chief Executive, Education Endowment Foundation

Dr Kevan Collins will discuss how the importance of innovation in education should not be underestimated. Our capacity to reform and continually improve our education system will determine the long term wealth and wellbeing of our communities. In today’s economic climate it is essential if we are to find ways to improve quality with less money and to address the biggest challenge we face in education: the stark attainment gap between pupils from disadvantaged backgrounds and their peers. The Education Endowment Foundation has supported 94 research programmes involving 640,000 pupils and 4,100 schools. Emerging findings from EEF studies present the challenge and opportunity of informing education innovation as an evidence informed process.

Panel session

Fraser Mitchell, Principal, George Spencer Academy; Rachel Macfarlane, Principal, Isaac Newton Academy; Margaret Kerry, OCR; Nansi Ellis, Assistant General Secretary, Policy, ATL; Jez Bennett, Deputy Headteacher, Shenley Brook End School

Discussion with school and curriculum leaders who are delivering values-led, evidence-informed and impact-focused curricula that raises attainment and develops wider skills and attributes.

Breakout sessions | High-impact approaches | *Delegates will participate in one session*

Explore how schools are designing, developing and delivering their curriculum in light of EEF and wider research on what is likely to have the greatest impact.

11:15

Project Time | Developing literacy, numeracy, and learning skills for our least able students

Building from Lord Lawson of Beamish Academy’s exploration of ‘expeditionary’ learning in the USA, this breakout will tell the story of how we have started with students who are ‘furthest’ away and put our best teachers and our best resources into an innovative new curriculum initiative known as ‘Project Time’. Project Time is designed to develop literacy, numeracy and learning skills with some of our weakest students through a project-based learning approach. We will discuss how we set up the programme and the impact this is beginning to have on student learning.

Speaker | *Mark Lovatt, Principal, Lord Lawson of Beamish Academy*

REAL Projects in action

Learning through REAL Projects, an EEF funded trial to test the impact of project-based learning, has had a great impact on student learning and engagement. In this breakout, learn how students at School 21 have become published authors of scary stories.

Speaker | *John Bosselman, Learning through REAL Projects Coach*

11:15

Imagining impact | Building a whole school vision for impactful teaching and learning

Drawing upon his experience of leading teaching and learning across a number of schools, Richard Spencer will outline the different strategies and approaches he has used to establish and successfully embed whole school visions for high quality Teaching and Learning. The session will explore the practical journey from establishment of vision and values at school level, to the embedding of these values in the classroom, and school quality assurance and CPD systems.

Speaker | *Richard Spencer, Vice Principal, Cambridge Meridian Academies Trust*

Creating authentic conversations

In this practical session, hear about how School 21’s wellbeing curriculum helps to develop the ‘grit’ of every child, including an initiative whereby every staff member is trained as a one-to-one coach. The coaches engage children individually in meaningful conversations where the child does 95% of the talking and is helped to understand how to find solutions to their problems through the right support..

Speaker | *Daniel Shindler, Lead Teacher of Drama & Oracy, School 21*

Agenda | Morning Sessions

Breakout sessions | High-impact approaches

Continued

11:15

BRIDGES: A framework for building learning power and character

The BRIDGES programme is a framework of learning dispositions and characteristics designed to support students in developing the learning power and character to enable them to become resilient, life-long learners. BRIDGES permeates everything we do at Isaac Newton Academy, including our schemes of learning and lessons, our daily routines and the language we use.

Speaker | *Sugra Alibhai-Watson, Assistant Principal, Isaac Newton Academy*

11:15

Co-operative Learning at The Fallibroome Academy

Cooperative Learning is an approach which has a proven track record of improving the attainment and engagement of all students and narrowing the attainment gap between the most and least able. Hear how The Fallibroome Academy is embedding cooperative learning strategies, and how this supports much of its other work in Assessment for Learning and Behaviour for Learning.

Speaker | *Peter Rubery, Principal, The Fallibroome Academy*

Breakout and table sessions | *Delegates will participate in two sessions of their choice*

An opportunity to explore and discuss different issues and practice

12:00

A conversation with the Passmores Student Pedagogy Team | What we think makes a great lesson

An opportunity to speak with students who have been contributing to the development of pedagogy at Passmores through their role as Passmores 'StuPeds'.

Speakers | *Students from Passmores Academy*

12:00

OCR

Discuss the developments and implications of changes to GCSEs and other qualifications for schools.

Speakers | *Rachael Tomkins, Subject Specialist, OCR Science HSC and ICT; Neil Ogden, Subject Specialist, OCR Maths and Technical; Sophie Maloney, Subject Specialist, OCR English and Creative*

The journey of our own curriculum and pedagogy

**This session will only run once (12:00-12:30)*

Speakers | *Robin Street, Vice-Principal, The UCL Academy; Simon McBride, Vice-Principal, The UCL Academy*

Being data informed | Exploring the issues arising and implications of this year's data accountability measures

This session will explore what we know about the changes to the accountability measures and identify what can be learnt from the national data available. We will also identify what approaches might be taken to support learning and leadership to maximise outcomes and share what has been learnt about schools involved in the Whole Education Network. Finally, we will explore and share best practice in supporting readiness for the accountability changes.

Speaker | *Phil Bourne, Director, School and Academy Compliance*

A tour of The UCL Academy

See the fantastic site and facilities on offer at The UCL Academy. **This session will only run once (12:30-13:00)*

Table sessions

Use these short table sessions as an opportunity to catch up on the morning breakouts you may not have been able to attend.

Agenda | Afternoon Sessions

Breakout sessions | Key Stages | *Delegates will participate in two sessions of their choice*

Hear from schools who have used their freedoms to redesign their curriculum at different key stages.

13:45

The ICE Programme | Developing a Baccalaureate-inspired Key Stage 3 curriculum through collaborative planning

In September 2014, Impington Village College in Cambridge launched their innovative new 'ICE' programme (Impington Curriculum Experience). As an IB World school, Impington sought to use their curriculum freedoms to embed and blend the best elements of the IB Diploma programme with existing National Curriculum content to provide a radically different experience for students at Key Stage 3. The ICE programme also provides an innovative assessment solution to 'life after levels'. Richard Spencer will outline how 'ICE' was developed through a collaborative planning model and the impact the curriculum is having to date.

Speaker | *Richard Spencer, Vice Principal, Cambridge Meridian Academies Trust*

13:45

Continuity, not repetition! | Primary to secondary transition

This session will look at how Passmores Academy's work with its primary academies has changed their thinking with regards to year 7 and how this has impacted on the curriculum, standards, expectations and groupings.

Speaker | *Natalie Christie, Vice Principal, Passmores Academy*

Opportunities and challenges in the Key Stage 5 curriculum

Hear how Shenley Brook End School are responding to the current opportunities and challenges in their KS5 curriculum. This session will discuss areas such as AS Levels, graduation certificates and independent learning.

Speaker | *Jez Bennett, Deputy Headteacher, Shenley Brook End School*

The New Assessment Regime | A Key Stage 4 curriculum response

This session outlines how Chiswick School reviewed its curriculum in light of national assessment and examination changes whilst endeavouring to remain true to its values. It describes the journey undertaken by a staff working group to explore a range of models, including some from Whole Education partners, and the conclusions it reached. It is too early to measure quantitative impact, however feedback from students and parents has been overwhelmingly positive so far.

Speaker | *James Whiting, Deputy Headteacher and Curriculum Development Leader, Chiswick School*

Designing a thematic curriculum at Shireland Collegiate Academy

This session will cover the development of a competency based thematic curriculum which has been running for the last seven years. The session will look at the steps that are taken when creating a theme and the assessment methodology.

Speaker | *George Faux, Assistant Principal, Shireland Collegiate Academy*

Closing session

14:45

Closing Plenary

Geraldine Davies, Principal, The UCL Academy; Natalie Christie, Vice Principal, Passmores Academy; Mark Lovatt, Principal, Lord Lawson of Beamish Academy

An opportunity to hear from our panelists on key reflections from the day, and to share and discuss any challenges and ideas going forward.

Closing comments

Sir John Dunford OBE, Chair, Whole Education and National Pupil Premium Champion

Hear Sir John Dunford's reflections on the importance of curriculum design and what approaches to teaching and learning are making the greatest difference for pupil premium students.

Sponsors



A curriculum that counts is a new website created by ATL. It is an exciting new resource by the education profession, for the education profession in light of the new national curriculum framework.

It features high-quality, in-depth video case studies from schools that have taken an innovative approach to curriculum change. Find out how they do it, download their resources and join the conversation about curriculum by commenting.

Be a part of a profession-led response to curriculum and celebrate what education staff do. Start sharing now: tweet your ideas, questions and comments using [#acurriculumthatcounts](#).

As part of the Cambridge Assessment Group, a department of the University of Cambridge, OCR is committed to providing qualifications that engage learners of all ages at school, college, in work or through part-time learning to achieve their full potential.

We are passionate about ensuring the learners of today have the breadth of knowledge and necessary life skills needed to meet the demands of business and industry.

To find out more about our range of academic and vocational qualifications, come and visit our stand or visit our website: ocr.org.uk

The London Leadership Strategy has worked with over 1000 schools since 2003, providing support to schools at all stages on the school improvement journey. We have created an organisational structure to identify and capture knowledge in the system, trained people to be able to share knowledge and matched headteachers, senior and middle leaders to work collaboratively across schools.

The consultancy that we offer is based on a rigorous coaching model and our team are trained to audit and diagnose issues and then scope a bespoke package of support. We rely on the inherent strength within our profession and a belief that headteachers and teachers can lead the school improvement agenda.

Meet the speakers

Keynote speakers



Dr. Kevan Collins

Dr Kevan Collins is Chief Executive of the Education Endowment Foundation (EEF). He was formerly Chief Executive of the London Borough of Tower Hamlets, after leading a distinguished career in education.



Sir John Dunford OBE

John is the chair of Whole Education, the Chartered Institute of Educational Assessors and Worldwide Volunteering. John has been appointed the National Pupil Premium Champion and is also former General Secretary of ASCL.

Facilitator



David Crossley

David is an independent education consultant and Executive Director of the Whole Education Network.

Contributing speakers

Sugra Alibhai-Watson

Sugra Alibhai-Watson is an Assistant Principal at Isaac Newton Academy, a new 11-18 all-through Ark academy in Ilford, East London. Prior to joining Isaac Newton Academy, Sugra was an Associate Senior Leader at The Harefield Academy, Hillingdon. Sugra is an '05 Teach First Ambassador, an '09 Teaching Leaders alumni and is a Trustee of Teach First.

Jez Bennett

Jez is Deputy Headteacher at Shenley Brook End School, Milton Keynes, and is an SLE with specialisms in curriculum development and school improvement. He has spoken nationally on “life without levels”, having led the development of a bespoke assessment, recording and reporting system in his school. He has been representing Whole Education in the development of a national baccalaureate framework for school leavers in England with the Headteachers' Roundtable and other partners. He is a trained facilitator and supports shared professional development through his school's Leadership and Training Centre. Jez has particular interests in joint practice development, creative leadership and international education.

John Bosselman

Since the 2013-2014 school year, John has been on-leave from his teaching position at High Tech High Chula Vista, and is working for The Innovation Unit in London on the EEF funded trial of Learning through REAL Projects. As a Project Based Learning Team Coach, John has worked with five schools as part of the pilot year to develop the practice of REAL (Rigorous, Engaging, Authentic, Learning) Projects in the UK.

Phil Bourne

Phil has significant experience in working with schools, professional bodies and academics. Throughout his career he is proud that his work has significantly contributed towards improving educational outcomes for young people. Phil has worked to support an improved understanding of data through technology enabled projects and he supports several local authorities, multi-academy trusts and third-sector organisations who are working to improve how data is used to improve decision making at all levels.

Natalie Christie

Natalie is the Vice-Principal at Passmores Academy, Essex, and is responsible for curriculum and teaching.

Meet the speakers

Geraldine Davies

Geraldine is Principal at The UCL Academy. She has spent more than 30 years working in a wide range of schools, including ten years in inner London as a Deputy Headteacher and seven as a Headteacher in West London.

George Faux

George Faux is Vice Principal at Shireland Collegiate Academy. Over the past 12 years he has helped to develop a thematic, competency based curriculum across KS3.

Margaret Kerry

Margaret Kerry is Director of Education and Learning at OCR, and is responsible for the subject specialist teams that provide expert guidance to schools. Prior to joining OCR she was an Ofsted inspector for twelve years, leading secondary teams.

Mark Lovatt

Mark Lovatt is Principal of Lord Lawson of Beamish Academy in the North East of England. He joined the Academy in September 2013 and was determined to do something different to close the “skills” gap between the least and most able students in the Academy.

Rachel Macfarlane

Rachel Macfarlane is a National Leader of Education in her 13th year of Headship. In 2011 Rachel joined Ark Schools to set up a new all-through academy in Ilford, East London. Isaac Newton Academy opened in September 2012 and takes a new primary and secondary intake each year. Since 2009 Rachel has been Project Director of The London Leadership Strategy's Going For Great (G4G) Programme, which involves working with leaders of outstanding secondary schools to share good practice and produce case studies for dissemination to London schools. She is a visiting fellow at the Institute of Education.

Simon McBride

Simon is Vice-Principal at The UCL Academy, London.

Fraser Mitchell

Fraser became Principal at George Spencer Academy in 2013. Prior to this, he was Vice Principal at George Spencer for five years, with key responsibilities including student progress, English and Maths, Every Child Matters, inclusion and Post-16.

Peter Rubery

Peter is Executive Principal at The Fallibroome Academy, which was rated 'outstanding' in its last three Ofsted inspections.

Daniel Shindler

Daniel is the Lead Teacher of Drama and Oracy at School 21. His teaching and learning interests are drama in education, oracy and student wellbeing. He has taken the lead designing School 21's spoken language curriculum.

StuPeds (Passmores Academy)

The core vision of the Passmores Student Pedagogy Team (StuPeds) is to work alongside staff in facilitating great learning across the school. The team was developed in 2013 as a small group of 15 students. This year, the team has grown to 40 students from Years 7 to 11. The StuPed Team is made up of five Learning Communities - Chief Learners, Learning Agents, Learning Detectives, iLearners, eHub Developers - each with their own vision for how they would like to contribute to teaching and learning at Passmores.

[Maira Ahmad](#) | Learning Agent | Year 10

[Leah Bartram](#) | iLearner | Year 9

[Abigail Kitson](#) | Learning Agent | Year 7

[Jack Margetts](#) | Learning Agent | Year 10

[Tiegan Meadows](#) | iLearner | Year 10

[Louis Newman-Sharp](#) | eHub Developer | Year 8

[Kira Nurse](#) | Chief Learner | Year 10

[Adam Olath](#) | Learning Detective | Year 10

[Kirsty Shilling](#) | Chief Learner | Year 10

[Jamie Vandersluis](#) | iLearner | Year 7

Richard Spencer

Richard Spencer is Vice Principal for Teaching and Learning working across the CMAT Trust. He has previously led Teaching and Learning at schools in Cambridgeshire and Hertfordshire. Richard writes a popular teaching blog and is an author and editor for the Cambridge School Shakespeare range.

Robin Street

Robin is Vice-Principal at The UCL Academy, London.

James Whiting

James is senior curriculum leader at Chiswick School and a member of the 14 to 19 team at the London Borough of Hounslow. He has taught in six London schools and has been on the leadership teams of two.

Upcoming Whole Education Events

School-based Events

Day-long events hosted by whole education schools:

- + Driving Digital Fluency and CPD at Hove Park School - 10th March 2015
 - + Language Rich Learning at Linton Village College - 12th March 2015
 - + Providing a whole education at George Spencer Academy - 16th March 2015
 - + Providing a whole education at The Fulbridge Primary Academy - 17th March 2015
 - + Open day at Cramlington Learning Village - 19th March 2015
 - + Providing a whole education at Stanley Park High School - 24th March 2015
 - + Global Innovations | A UK and local approach at Homewood School & Sixth Form Centre - 27th March 2015
-

Twilight Hub Events

Afternoon/ evening knowledge-sharing between schools in regional hubs:

- + Share| Connect | Learn @ Heworth Grange Comprehensive School | North East Regional hub - 12th March 2015
 - + Share| Connect | Learn @ The Fallibroome Academy | North West Regional Hub - 24th March 2015
 - + Share| Connect | Learn @ Shenley Brook End School | South East Regional Hub - 25th March 2015
 - + Share| Connect | Learn @ Nene Park Academy | East of England Regional Hub - 2nd June 2015
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Conferences and Workshops

Larger scale events to support improvement and innovation:

- + Development and Innovation Workshop - 18th March 2015
- + Whole Education Summer Conference - 30th June 2015

Whole Education

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