



#LearningFirst Torbay
24th June 2017



9.15 Registration open

9.45 Speakers' briefing

10.00 The Studio

Welcome - Lynn Atkinson, CEO and National Leader of Education. Learning Academy Partnership (South West)

Professor Dame Alison Peacock, CEO Chartered College of Teaching - ***Working towards a profession that is informed, expert and confident***

Mary Myatt - ***High Challenge, Low Threat***

Ally Daubney - ***Beyond flight paths: Putting the music back into musical assessment***

Sarah Earle - ***Finding the balance for assessment***

Nicola Jones & Charlotte Huish - ***Shared learning from leading a project on a whole class approach to reading and assessment***

11.25 Workshop 1 choices 11.30am - 12.15am (see reverse of this page)

12.15 Lunch

1.00 The Studio

Daisy Christodoulou - ***An introduction to Comparative Judgement; the story so far***

Jen Reynolds - ***Using comparative judgement to support the planning, teaching and assessment of writing***

1.55 Workshop 2 choices 2.00pm - 2.45pm (see reverse of this page)

2.45 The Studio

Will Millard - ***What should assessment look like, and how should it underpin great teaching and learning? Key findings from LKMco and Pearson's national consultation on assessment***

Kat Schofield - ***How to collaborate , 10 top tips***

Dr Jim Rogers - ***Collaboration for learning in a school-led system***

3.25 Panel discussion chaired by Professor Dame Alison Peacock

Working towards a profession that is informed, expert and confident in all aspects of assessment

Daisy Christodoulou

Jim Rogers

Will Millard

Tracy Cleverly

4.00 End of day

Workshop 1 11.40 - 12.25
<p>Jen Reynolds</p> <p><i>Practical examples of how comparative judgement can be used to support the planning, teaching and assessment of writing.</i></p>
<p>Dr Ally Daubney & Oliver Balcombe</p> <p><i>How to provide evidence for and assess musical development. Oliver, will present some of his Masters research from Bristol University and talk about how it has influenced the curriculum, pedagogy and assessment in his department</i></p>
<p>Jessica Easton & Caroline Hamilton, White Rose Maths Hub</p> <p><i>Using assessment to encourage teaching for understanding. Exploring how carefully chosen questions can encourage teachers to teach concepts for depth and understanding rather than relying on tricks and shortcuts</i></p>
<p>Ed Pawson</p> <p><i>Assessment and feedback to enrich religious education</i></p>

Workshop 2 2.00 - 2.45
<p>Sarah Earle</p> <p><i>The Teacher Assessment in Primary Science (TAPS) project has developed the TAPS pyramid tool to provide schools with a supportive structure to evaluate and develop their assessment processes</i></p>
<p>Julie Edwards</p> <p><i>Julie is passionate about all things EYFS. She is going to share her experience and ideas about assessment in a learner-led early years curriculum</i></p>
<p>Daisy Christodoulou</p> <p><i>How can we assess writing in a way that is reliable and quick – and doesn't distort teaching and learning? Assessing primary writing is not easy, and various models have been tried over the past decade or so. This session will explore how comparative judgement offers a solution to some of these long-standing problems</i></p>
<p>Kat Schofield</p> <p><i>Facilitating professional dialogue - how to move thinking and prompt new ideas</i></p>

