



## PRIMARY EDUCATION: WHAT IS AND WHAT MIGHT BE

Friday 18 November 2016  
Hamilton House, London WC1  
10am – 4.20pm, followed by a reception and awards ceremony

### PROGRAMME

- 0930 Registration & tea/coffee/pastries
- 1000 Welcome from Professor Robin Alexander, Chair of the Cambridge Primary Review Trust.
- 1015 Keynote 1. ***Calling primary education policy to account***. Neil Carmichael MP, Chair of the House of Commons Education Committee. (Session chair, Robin Alexander)
- 1055 Circulation time
- 1100 Morning discussion session (see attached list)
- 1200 Lunch and poster sessions
- 1300 Keynote 2. ***Title to be confirmed***. Robin Alexander, Chair of the Cambridge Primary Review Trust. (Session chair, David Reedy)
- 1355 Circulation time
- 1400 Afternoon discussion session (see attached list)
- 1500 Tea break
- 1520 Panel (short presentations following by discussion). ***Primary Education: what is and what might be***. Melissa Benn, journalist, writer and campaigner; Andrew Pollard, Professor of Education, UCL Institute of Education; Sarah Ritty, Head Teacher, Bankside Primary School, Leeds and Co-ordinator CPRT West Yorkshire. (Session chair, Teresa Cremin)
- 1620 Closing words (Robin Alexander, Chair of the Cambridge Primary Review Trust)
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- 1630 Reception and awards
- 1800 Close

## MORNING SESSION

### **Group A. Equity in curriculum and pedagogy** (Chair, Michael Jopling)

1. Rediscovering educational equity (Carmen Mohamed and Gill Johnson, University of Nottingham)
2. Exciting the imagination and making learning accessible to all children regardless of their background: a bespoke curriculum approach (Iain Erskine, The Fulbridge Academy, Peterborough)
3. How might the capacity of primary schools to respond to pupil diversity be supported in the context of primary school independence, autonomy and variety (Mel Ainscow, Alan Dyson and Lise Hopwood, University of Manchester)

### **Group B. Practical applications of children's voice** (Chair, Jo Evans)

1. What does pupil voice work aim to achieve? (Carol Robinson, University of Brighton)
2. Curiouser and curiouser: developing a pupil-led enquiry-based curriculum (Deborah Myers, Canterbury Christ Church University and Catherine Westgate, Hudson Rd Primary School, Sunderland)
3. Involving pupils in classroom decision-making: teacher perspectives (Geraldine Rowe, Educational Psychology Service, the Royal Borough of Windsor and Maidenhead).

### **Group C. Pedagogy, research and teacher education** (Chair, Mary Anne Wolpert)

1. Mantle of the expert in initial teacher education: an imaginative partnership (Hanneke Jones, Newcastle University)
2. Translating findings from research in cognitive sciences into practice: what does it look like in the classroom? (Derek Bell, Learnus)
3. Action research for mastery (Amelia Hempel-Jorgensen, Open University)

### **Group D. Curriculum: subjects, subject knowledge and empowerment** (Chair, Julia Flutter)

1. Conceptions of subject knowledge in the initial training of primary school teachers (Deborah Pope, University of Chester)
2. How to nurture young mathematicians: is mastery enough? (Ems Lord, NRICH, University of Cambridge)
3. What should we think about? How philosophy in primary school can help children become active citizens (Laura Kerslake and Sarah Rimmington, University of Exeter)

### **Group E. Sustainability and global citizenship** (Chair, Ben Ballin)

1. Embedding sustainability and global citizenship in educational policy and practice: the experience of the Global Learning Programme (England) (Harriet Marshall and Clive Belgeonne, Global Learning Programme)
2. Global Citizenship: creating a real life primary curriculum (Liz Newbon and Kate Lea, Oxfam Education)
3. The Early Years Foundation Stage through a sustainability lens; practical implications for pedagogy (Nicky Hirst and Diane Boyd, Liverpool John Moores University)

### **Group F. Assessment reform** (Chair, David Reedy)

1. Formative and summative assessment in harmony (Wynne Harlen, independent consultant)
2. Understanding how feedback frames a pupil's learning gap in the primary classroom (Ruth Dann, Manchester Metropolitan University)
3. Early years assessment: policy in the making (Nancy Stewart, TACTYC)

### **Symposium G. Successful Educational Actions for All (SEAs4ALL): towards learning, equity, and social cohesion through egalitarian dialogue.** (Chair, Rachel Snape)

1. Linda Hargreaves, University of Cambridge
2. Maria Vieites, SEAs4ALL
3. Paul Bradford, West Earlham Junior School, Norwich

**Symposium H. Power of the arts in primary schools: reflections on research** (Co-chairs, Penny Hay and Emese Hall)

1. Penny Hay, Bath Spa University
2. Emese Hall, University of Exeter: Art, craft and design in UK primary schools: could do better?
3. David Allinson, St Vigor and St John's Primary School, Radstock
4. Sue East, St Andrew's Primary School, Bath

**Symposium I. Fostering creativity in early years science** (Chair, Esme Glauert)

1. Esme Glauert, UCL Institute of Education: Potential for creativity in early years science education
2. Teresa Cremin, Open University: Curriculum development in partnership: principles and practice
3. Jillian Trevethan, UCL Institute of Education and a lead teacher from the CEYS project: Curriculum Development in Partnership: advancing teaching and learning

## **AFTERNOON SESSION**

**Group J. Childhood, aims and classroom practice** (Chair, Linda Hargreaves)

1. Importance of respect, reciprocity, trust and psychological safety in securing successful educational outcomes (Rachel Snape & Yvonne Hartley, The Spinney Primary School, Cambridge)
2. Meaningfulness in learning: a power for enduring change? (Rob Bowden, Northumbria University)
3. Developing meta-cognition and resilience in key stage 1: how can we more effectively support young children to learn about learning? (Jane Reed and Rachel Barton, UCL Institute of Education)

**Group K. Assessment and pedagogy in primary science** (Chair, Marianne Cutler)

1. Teacher Assessment in Primary Science (TAPS): using assessment to enhance learning (Sarah Earle, Bath Spa University)
2. Wonder-rich learning in science: an opportunity to thrive or an opportunity to squander? (Lynne Bianchi and Christina Whittaker, University of Manchester)
3. Thinking, doing, talking science (Helen Wilson, Oxford Brookes University)

**Group L: Pedagogy and drama** (Chair, Penny Hay)

1. Drama for thought, talk and writing (Patrice Baldwin, National Drama and D4LC)
2. Using drama in pedagogy to develop children's understanding: reflections on learning in science lessons (Deb McGregor, Oxford Brookes University)
3. Theatre in schools: possibilities and challenges (Catherine Greenwood, the Unicorn Theatre, Southwark and Susanna Steele, Greenwich University)

**Group M. Schools and community, community in schools** (Chair, Iain Erskine)

1. Community engagement: diminished or enhanced? (Robert Young, NAPE, and Rachel Ford, Bannockburn Primary School, Greenwich)
2. Enriching children's lives and curriculum provision through community partnerships (Marcelo Staricoff, Dawn Loader and Sandra Mullholland, Balfour Primary School, Brighton)
3. Dementia and the primary school: bringing the community together (Michael Jopling, Northumbria University and Andrew Bainbridge, Bernard Gilpin Primary School, Houghton-le-Spring)

**Group N. Thinking outside the policy box** (Chair, Nancy Stewart)

1. 'A teacher in disguise': professional conversations for addressing social and educational disadvantage (Anton Luby, Bishop Grosseteste University)

2. What might be: against prophetic pedagogy (Mandy Swann, University of Cambridge, Patrick Yarker, University of East Anglia, Holly Linklater, University of Edinburgh).
3. Assessment of an educational journey (Nansi Ellis, ATL and Kath Hames, NAHT)

**Group O. Embedding pupil voice in the learning of children and teachers** (Chair, Julia Flutter)

1. Researching pupils' perspectives: developing trainee and early career teachers' practice (Mary Anne Wolpert and Jane Warwick, University of Cambridge)
2. Independent enquiry in primary education: developing children's research and self-directed learning skills (Tahreem Sabir and Foziya Reddy, Islamic Shakhshiyah Foundation)
3. How can student teachers' pedagogy be enhanced by heeding feedback from children about their learning? (Kate Hudson, University of Bedfordshire)

**Symposium P. Addressing 21<sup>st</sup> century literacies in the primary school: compelling questions and emerging responses** (Chair, Cathy Burnett)

1. Cathy Burnett and Guy Merchant, Sheffield Hallam University: A framework for 21<sup>st</sup> century literacies
2. Julia Davies, University of Sheffield: Literacy in everyday life
3. Clare Dowdall, Plymouth University: Children's writing in the 21<sup>st</sup> century: curriculum, crafting and design

**Symposium Q. Global learning and sustainable development** (Chair, Kevin Bailey)

1. Ben Ballin, Tide~ Global Learning: From theory into practice: towards a pedagogy of global learning
2. William Scott, University Bath: Can we think about the UN Sustainable Development Goals as a radical curriculum alternative?
3. Fran Martin, University of Exeter: A critical analysis of the intercultural dimension of teachers' learning about global issues of hunger, poverty and sustainability

**Symposium R. The power of talk: the CPRT/IEE Education Endowment Foundation project on dialogic teaching and social disadvantage** (Chair, Robin Alexander)

1. Robin Alexander, Universities of Cambridge and York, and CPRT. Dialogic teaching and social disadvantage: principles and strategies
2. Jan Hardman, University of York. Transforming teaching and learning: findings from the process evaluation
3. Frank Hardman, University of York. Evaluating outcomes: the randomised control trial and its limitations.