

PRIMARY EDUCATION: WHAT IS AND WHAT MIGHT BE London, Friday 18 November 2016

Contributions are invited to this one-day conference to celebrate the tenth anniversary of the launch of the Cambridge Primary Review, and help shape an educational vision for the next decade

- When?** Friday 18 November from 10 am to 4.15 pm (registration and refreshments from 9.30 am).
- Where?** Mander Hall, Hamilton House, Mabledon Place, London WC1 (5-minute walk from Kings Cross/St Pancras underground and main line stations).
- Who?** For teachers, school leaders, teacher educators, trainee teachers, researchers, parents, policy makers and others interested in the quality and future of primary education.
- What?** The conference will combine keynotes (names tbc), discussions groups and a panel session, with a strong focus on the eight CPRT priorities listed overpage. **We are now inviting proposals for contributions to the discussion groups** (see below).
- And then?** The conference will be followed by a reception and award ceremony (4.30 - 6 pm). Information about the awards and nomination process will be published shortly.
- How much?** Booking fee, inclusive of tea/coffee, lunch and conference pack will be £120 (£100 for CPRT regional co-ordinators, Schools Alliance members and contributors to discussion groups).
- How do I book?** Booking will open online on 18 April 2016. Those on the CPRT mailing lists will be notified about the booking procedure, which will also be posted on the CPRT website.
- Long-distance?** For information about accommodation deals for those from outside London who are unable to reach the conference by 10 am on the day, contact the CPRT administrator (below).
- Enquiries** administrator@cprtrust.org.uk or phone 01904 323468

CONTRIBUTIONS TO DISCUSSION GROUPS: HOW TO MAKE A PROPOSAL

What kind of contribution? A focused presentation (15 minutes maximum) on a topic of your choice relating to one or more of the Cambridge Primary Review Trust priorities listed overpage.

Contributions may be (i) accounts of **innovative practice** from schools, teacher education providers or other settings, (ii) accounts of **research**, (iii) **think pieces** that critically explore policies, ideas or concepts.

Contributors may propose (i) single presentations which the conference organisers will group thematically with others, or (ii) a group presentation with no more than three presenters.

How do I make my proposal? Submit your proposal via the online form at <http://cprtrust.org.uk/anniversary-conference/proposal-submission/> (short url: <http://goo.gl/9ZQYMe>). The form asks you to provide: your name and institution, contact email address and phone number, names of any co-presenters, the CPRT priority or priorities which your presentation will address, a working title; and a short presentation outline (no more than 250 words).

Deadline for proposals: Thursday 12 May 2016.

When will I hear? Those invited to turn their proposals into conference presentations will hear by mid-June 2016.

Launched in October 2006 with support from Esmée Fairbairn Foundation, the Cambridge Primary Review was and remains Britain's most comprehensive and searching enquiry into the condition and future of primary education. By 2010 it had published 31 interim reports, a final report with recommendations for policy and practice and a major research volume. Although the then government did not take kindly to its criticisms, the Review began to exert a growing influence on teachers, school leaders, teacher educators and policy makers both in the UK and internationally, an influence that is demonstrated by the several prizes and awards it has received.

This is the legacy on which the Review's successor, the Cambridge Primary Review Trust (CPRT), has been building since 2013 with support from Pearson. Maintaining the Review's commitment to knowledge mobilisation and evidence-informed policy and practice, the Trust has initiated 15 new research projects whose findings are disseminated both nationally and through the Trust's 13 regional networks and 60-strong Schools Alliance. In pursuit of a genuinely self-improving school system, these groups have also devised their own enquiry agendas and are generating new evidence and practical ways forward.

The Trust has a lively and resource-rich website <http://www.cprtrust.org.uk> with a weekly blog, and all its work is geared to the furtherance of eight priorities which were identified during Review's dissemination as essential to the goal of a primary education of the highest possible quality for every child:

- 1. Equity.** Tackle the continuing challenge of social and educational disadvantage, and find practical ways to help schools to close the associated gaps in educational attainment.
- 2. Voice.** Advance children's voice and rights in school and classroom in accordance with the UN Convention of the Rights of the Child.
- 3. Community.** Promote community engagement and cohesion through school-community links and a community curriculum that supplements and enriches the national curriculum, and by developing communal values in school and classroom.
- 4. Sustainability.** Embed sustainability and global citizenship in educational policy and practice, giving practical meaning to the 2015 UN agenda of education for sustainable development.
- 5. Aims.** Develop and apply a generous and coherent vision for 21st century primary education; enact the Trust's aims through curriculum, pedagogy and the wider life of the school.
- 6. Curriculum.** Develop a broad, balanced and rich entitlement curriculum which responds to both national and local need, eliminates the damaging division of status and quality between core and non-core, and teaches every subject, domain or aspect to the highest possible standard.
- 7. Pedagogy.** Develop a pedagogy of repertoire, rigour, evidence and principle, rather than mere compliance, with a particular emphasis on fostering the high quality classroom talk which children's development, learning and attainment require.
- 8. Assessment.** Encourage approaches to assessment that enhance learning as well as test it, that support rather than distort the curriculum and that pursue standards and quality in all areas of learning, not just the core subjects.