

**WEST ESSEX PRIMARY HEADS' ASSOCIATION AREA CONFERENCE
MANOR OF GROVES HOTEL AND CONFERENCE CENTRE
FRIDAY 26 JUNE 2015**

MEETING SUMMARY: ISSUES AND RECOMMENDATIONS

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| p 2 | ATTENDANCE LIST AND APOLOGIES | <p>Welcome to the following Headteachers: Elaine Brook Chigwell Primary (Executive Headteacher)</p> <p>Farewell to the following Headteachers: Isobel Barron Kingsmoor Primary (moving) Barbara Coates Little Hallingbury CE Primary Gill Doyle Roydon Primary Julie Harper High Beech CE Primary (moving) John Howett Newport Primary Sheila Lewis-Smith Harlowbury Primary Fiona Reid Leverton Infants (moving) John Smith St Peter's CE Primary, Sible Hedingham Christine Spain Wimbish Primary Lee Woods Purford Green Primary</p> |
| p 3 | ASSESSMENT WITHOUT LEVELS | Jonathan Bond, Education Consultant |
| p 3 | EPHA UPDATE | Julie Lorkins, West Chair Pam Langmead, EPHA Manager |
| p 4 | DATES AND TIMES OF FUTURE MEETINGS 2015/16 | <p>WEST meetings with the Local Authority officers 2015/2016 - at the Weston Homes Business Centre, Takeley Wednesday 11 November 2015 Wednesday 2 March 2016 Thursday 16 June 2016</p> <p>WEPHA Conferences, Manor of Groves 16 October 2015 5 February 2016 20 May 2016</p> <p>Annual General Meeting (County EPHA) Tuesday 13 October 2015 Chelmsford City Football Club</p> <p>Deputy Headteachers' Annual Conference 2015 Friday 9 October 2015 Weston Homes Community Stadium</p> <p>Headteachers' Annual Conference 2016 Friday 18 March 2016 Stock Brook Country Club, Nr Billericay</p> |

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FRIDAY 26 JUNE 2015

Present

| | | | |
|-------------------|---------------------------------------|--------------------|--|
| Ros Allsop | Clavering Primary | Lesley Lewis | Theydon Bois Primary |
| Gina Bailey | St James CE Primary | Sheila Lewis-Smith | Harlowbury Primary |
| Isobel Barron | Kingsmoor Academy/ West Vice-Chair | Julie Lorkins | West Chair/ St Andrew's North Weald |
| Lee Bradford | Matching Green CE Primary | Cheryl Macleod | Nazeing Primary |
| Rachel Callaghan | Katherine Semar Juniors | Sarah Miller | Coopersale & Theydon Garnon CE Primary |
| Linda Chesworth | RA Butler Infant & Junior Academy | Deidre Mooney | Waltham Holy Cross Infants |
| John Clements | Hatfield Heath Primary | Wendy Myers | Dr Walker's CE Primary |
| Helen Coop | Birchanger CE Primary | Gillian Napier | Farnham & Rickling CE Primaries |
| Mary Evans | The Henry Moore Primary | Christine Peden | Pear Tree Mead Primary |
| Laura Fox | The Alderton Juniors | Julie Puxley | Katherine Semar Infants |
| Lawrence Garside | Felsted Primary | Colin Raraty | Rodings Primary |
| Elizabeth Gelston | The Downs Primary | Christine Spain | Wimbish Primary |
| Katie George | Thaxted Primary | Sonia Strickland | St Mary's, Hatfield Broad Oak |
| John Howett | Newport Primary | Jan Tunney | Limes Farm Infant & Nursery |
| Claire Jackman | Great Easton CE Primary | Karen Wallace | Moreton CE Primary |
| | | Joanne Willcox | Hillhouse CE Primary |

In Attendance

| | |
|---------------|----------------------|
| Pam Langmead | EPHA Manager |
| Jonathan Bond | Education Consultant |

Also in attendance

| | |
|----------------------|--------------------------|
| Melanie Howouth | Aspire Academy |
| Claire Hollingsworth | Harlow Fields School |
| Emma Johnson | RA Butler Junior Academy |
| Maree Matthews | Coopersale & Theydon |
| Holly Miles | Great Easton CE Primary |
| Sarah Roffey | Harlowbury Primary |
| Lucy White | Stebbing Primary |

Apologies

| | |
|------------------|---------------------|
| Bernadette Miele | Tany's Dell Primary |
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Note: If your attendance or apologies have not been noted please contact the EPHA Manager at langmead@tesco.net for amendment.

**MINUTES OF THE SUMMER TERM WEPHA CONFERENCE HELD ON
FRIDAY 26 JUNE 2015 COMMENCING AT 9.15 AM**

Action

1. WELCOME

Julie Lorkins, the West EPHA Chair, welcomed headteachers to the conference and in particular those Headteachers who have taken up new appointments in the West this term, including:

Elaine Brook Chigwell Primary (Executive Headteacher)

Farewell to the following Headteachers who are leaving or moving post:

| | |
|--------------------|--|
| Isobel Barron | Kingsmoor Primary – moving to Roseacres Primary |
| Barbara Coates | Little Hallingbury CE Primary |
| Gill Doyle | Roydon Primary – moving to Takeley Primary |
| Julie Harper | High Beech CE Primary – moving to St Peter’s CE Primary, Sible Hedingham |
| John Howett | Newport Primary |
| Sheila Lewis-Smith | Harlowbury Primary |
| Fiona Reid | Leverton Infants – moving to Limes Farm Juniors |
| John Smith | St Peter’s CE Primary, Sible Hedingham |
| Christine Spain | Wimbish Primary |
| Lee Woods | Purford Green Primary |

Julie also thanked Lesley Lewis, Headteacher at Theydon Bois, who is standing down as West Treasurer and also her Finance Manager, Julie, who has managed the EPHA accounts since 2011. They have both done an excellent job, and manage to ensure that almost every school in the area pays the annual subscription.

She explained that the West Area continues to need a treasurer, to collect the subscriptions this year (although this is likely to be the last year this is necessary) but also to manage the bookings for the WEPHA conferences. Headteachers were asked to consider whether they (and their finance manager) would take over this role.

2. ASSESSMENT WITHOUT LEVELS –Developing your own school’s approach

Jonathan Bond, Education Consultant

For the last nine years, following his work for Essex Local Authority as an English and curriculum advisor, Jonathan Bond has been a freelance education consultant. He has successfully supported and developed schools and their staff across Essex, Thurrock, Havering, Suffolk and Hertfordshire. His areas of expertise include teaching and learning, assessment, English, LSA and MDA development, learning mentoring and subject leadership. Jonathan is also the author of ‘The English Planning Kit and ‘The English Assessment Kit’. He specialises in bespoke CPD which is highly practical, inspiring and child-centred.

Considering your own curriculum

Which curriculum?

“Schools must construct a broad and balanced curriculum that is meaningful and relevant to their own context and to the unique learning needs of the children in the school. It should be rooted in their own clearly defined aims and values for education. It should fully embrace, but not be overly dominated by, the new National Curriculum.”

Association for Achievement and Improvement Through Assessment

A Mastery Curriculum

Most children are expected to

- Have attained key learning intentions
- Use and apply concepts and skills before moving on through the curriculum to achieve greater coverage

A mastery model of learning makes the basic assumption that given time and quality instruction, all pupils can and will eventually master the core intended learning.

Because of their aptitude (not their perceived learning ability) the time required for some learners to do so will be greater than that needed by others.

The learning must be planned carefully to take account of this.

Thus, in lessons, first all pupils would be introduced to new learning and given opportunities to develop their understanding.

Then, formative assessment strategies would distinguish those learners who had successfully mastered the new learning, and could clearly demonstrate it, from those who needed more time and correctional instruction in order to do so.

Thereafter, the former would be provided with opportunities to deepen and enrich their understanding, whilst the latter would receive further support and feedback personalised to their needs, so that they too achieve the intended learning.

Jonathan explained that many countries use a mastery curriculum. The extent of the levels of mastery will depend, in the UK, on how Ofsted interprets the delivery of the curriculum. He noted that on Monday 29 June, on the gov.uk website, a new suite of tests will be published and he suggested that headteachers look at the marks scheme in order to find out how pupils can attain top marks in tests – Jonathan argued that this will indicate how much of a “mastery curriculum” it really is!

In his opinion, there are some real benefits of this approach, but that it won’t address all children’s issues with accessing learning.

Mastery is based on the simple premise that you complete and master this year’s curriculum goals, before moving up to the next. More able children are expected to deepen and broaden their learning, rather than accelerating to a higher level.

The concept of **progress** has changed; real progress in uneven and children need to revisit in order to secure their learning of key constructs. Jonathan suggested the progress of learning is now more of a spiral, than a staircase (as under the old curriculum). The new curriculum requires an increase in production and practice; practice should not merely be repetition, but by using increasingly challenging concepts.

Will differentiation change?

- All children are expected to learn the key constructs.

- Expectations should not be based on children moving at their own rate and pace
- The class should be “kept together”
- The more able should be deploying the same construct but in a more demanding, different setting
- Children who have a good understanding of the construct should aid those who haven’t. This will help them all to master it.

Why hasn’t that child understood?... moves from
 “Because they are not ready”... to
 “Because I haven’t presented it in the right way.”

Implications

- Teachers have a range of “ways in” – *the best teachers already and always do this*
- Developing lesson structures beyond the three part lesson
- Teachers becoming intelligent about pedagogy
- Slowing, embedding, deepening
- Changing the concept of intervention – *traditionally we wait until a child has dropped back, and then intervene to help them catch up. Now, it will be important to identify and introduce instant interventions.*
- Treating the more able differently – *but Jonathan has his concerns about the exceptionally able – he is not sure that “broadening and deepening” will be sufficient for them*
- Understanding breadth, depth and independence
- Taking the long view of developing a construct
- **Knowing when something is mastered – and having a consistent view**
- Helping parents (and governors) understand the change to assessment

A new understanding of pedagogy

Teachers need to understand the development of a construct. For example, the children in a year group might encounter stories four times in the year. How can we make the context more challenging each time.

Key questions for your staff – and governors – to consider

- Is the National Curriculum enough?
- Is our curriculum matched to what our children need?
- Does our curriculum reflect the school’s values?
- Does the curriculum support mastery?
- How good are our children at learning skills?
- Is progression clear in every subject?

What do we want from an assessment system?

Why have levels gone?

- A level meant something different depending on what was being used to reach the judgement and who was making the assessment
- Discrepancies in sub-levels
- Encouraging undue pace
- “dysfunctional labelling”

The DfE view

“We will set high standards for what pupils should be able to achieve at the end of key stages, but between these points it is for schools to decide how to assess pupils against their curriculum.”

The Ofsted view – September 2015

“In evaluating the accuracy and impact of assessment, inspectors will consider how well:

- teachers use any assessment for establishing pupils’ starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; Inspectors should note that Ofsted does not expect to see any particular system of assessment in place.
- Assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum
- Teachers make consistent judgements about pupils’ progress and attainment, for example within a subject, across a year group and between year groups.

A system for all stakeholders

Jonathan asked the group to consider what the top three things each of these stakeholders want from the system:

- Headteacher (my school)
- A subject leader (my subject)
- A class teacher (my class)
- A parent (my child)

He warned that if you apply a system for all subjects, you need to be aware that English and maths are very different to assess. He explained that according to Dylan Williams (2013) an assessment system needs to be:

Distributed – so that evidence collected is not undertaken entirely at the end

Synoptic – so that learning has to accumulate

Extensive - so that all important aspects are covered (breadth and depth)

Manageable – so that costs (including in time) are proportionate to benefits

Trusted –so that stakeholders have faith in the outcomes.

Assessment is:

Close up – day by day

Standing back – periodic – *vital to keep this*

Public view – transitional – *e.g. tests*

Periodic assessment should track pupil progress, often termly, and use diagnostic information about pupils’ strengths and weaknesses.

What exactly are we assessing?

Previously we measured a child’s ability overall and assigned a description to this, In a mastery curriculum we are measuring how well a child has mastered each of the key constructs.

This is a crucial difference – we cannot measure a mastery curriculum, in the same way we did before.

We need to consider
Does our new system fulfil the needs of all stakeholders?
Does it work for both English and maths?
Are we assessing the appropriate key constructs?
Is the principle of periodic assessment still in place?

The pedagogy of reaching a judgement – Jonathan explained three different systems used to show progress through a key construct:

SOLO

Biggs and Collis (1982)– Structure of Observed Learning Outcomes
5 stages showing levels of increasing complexity in a child’s understanding of a complex
<http://pamhook.com/>

Bloom’s Taxonomy

<http://www.learningandteaching.info/learning/bloomtax.htm>



Jonathan suggests combining Bloom’s stages:
1. Remembering, understanding and applying;
2. Analysing, evaluating and creating.

Creating learning steps for each objective

Jonathan suggested considering the pros and cons of each approach, and reflecting on which approach would suit your staff, curriculum and school.

Reporting progress through a year group

Previously a,b, c through levels – now a choice of steps/stages/bands depending on the system.

Jonathan’s system – the English Assessment Kit - suggests using assessment statements, and periodically coming to a judgement of each statement: red or blue

Red

Remembers it
Explains it
Understands it and can apply it, but..
Does it with support
Partially achieved
Does it intermittently
Does it sometimes
Does it slowly
Has learned some of them
Can spell them sometimes

Blue

Does it independently
Does it automatically
Does it fully
Does it/uses it regularly
Uses it in independent writing
Uses it for effect
Does it quickly
Can spell most of them
Does it fluently
Does it well

Uses it sometimes
Forgets it sometimes

Does it when necessary
Uses it as a regular strategy
Experiments with it
Knows how it works

Practicalities

Key strategy 1 – train teachers to plan for assessment
Key strategy 2 – help teachers to develop data collection methods
Key strategy 3 – make use of your LSAs
Key strategy 4 – timetable regular robust moderation
Key strategy 5 – focus on addressing the gaps

Jonathan mentioned Gill Haysham's assessment system for maths, which he agreed to share with colleagues.

His full presentation is available from the EPHA Manager langmead@tesco.net

Jonathan can be contacted on 07970 075109/ 01376 741684

Jonathan.bond@yahoo.co.uk

3. EPHA UPDATE

Pam Langmead, EPHA Manager, advised headteachers of dates of future meetings, and reminded them about the deputy headteachers' conference, taking place on Friday 9 October 2015. The invitation will be sent out in the internal post early in July, along with the subscription invoice.

This is likely to be their last year that schools are asked to pay a subscription, as in the next financial year EPHA will ask Schools Forum to top-slice £350 per school from the DSG, with the agreement of the four areas. The proposed EPHA restructure, which included employing a full time Executive Director and Professional Officer to represent and support primary headteachers, has been accepted by the majority of primary heads. The EPHA Manager explained that a job description for the Executive Director will be developed early in the autumn term and an interview process will be held.

Pam finished by wishing the headteachers a very good remainder of the term and a happy summer. She finished with her current favourite "inspirational" quote:

"Always keep a bottle of champagne in the fridge for special occasions. Sometimes the special occasion is that you've got a bottle of champagne in the fridge."

4. DATES AND TIMES OF FUTURE MEETINGS 2016/16

WEST meetings with the Local Authority officers 2015/2016 -at the Weston Homes Business Centre, Takeley

Wednesday 11 November 2015

Wednesday 2 March 2016

Thursday 16 June 2016

WEPHA Conferences, Manor of Groves

16 October 2015

5 February 2016

20 May 2016

Annual General Meeting (County EPHA)

Tuesday 13 October 2015 Chelmsford City Football Club

Deputy Headteachers' Annual Conference 2015

Friday 9 October 2015 Weston Homes Community Stadium

Headteachers' Annual Conference 2016

Friday 18 March 2016 Stock Brook Country Club, Nr Billericay

The meeting ended at 12.30 pm