

PRIMARY LEADERS

CURRICULUM FOR EXCELLENCE SHAPING THE CURRICULUM FOR THE NEEDS OF ALL

Amanda Thornton Jones, Head of Primary Education, Red Kite Learning Trust

With the responsibility of leading ten primary schools across the Red Kite Learning Trust, ensuring each and every school provides a curriculum for excellence which meets the needs of all is essential. Amanda Thornton Jones will share her experience and expertise in two parts. The first part will look at how the curriculum model design meets the needs of individual communities and the second part will look in depth at how leaders develop an effective curriculum.

PRIMARY SENIOR LEADERS & SUBJECT LEADS

THE CURRICULUM AS THE PROGRESSION MODEL

Katie Furlong, Head Teacher, Kerr Mackie Primary School

How can you develop your curriculum planning so that this links to your school's values, challenges and excites pupils, enables a logical progression of key skills and concepts, includes clear end points, builds in assessment at the most appropriate point in learning, and doesn't overwhelm your staff team? Katie explains her school's curriculum journey, including how her school values focus on the importance of connecting new learning to prior knowledge to enable progression. She will also describe how her school's approach supports subject leaders to be well equipped for their role, particularly around monitoring implementation and measuring impact.

PRIMARY CURRICULUM, ENGLISH, MIDDLE & SENIOR LEADERS. CLASS TEACHERS

GRAND DESIGNS: CREATING AN EFFECTIVE READING CURRICULUM

Becky Wilson, Deputy Head Teacher, Shakespeare Primary School

Deciding the 'what' and 'how' of a whole school reading curriculum is a complicated process. Whilst there are no simple answers, Shakespeare Primary School will share their ongoing curriculum development journey, realising the intention central to their curriculum; for all children to be excellent readers. The workshop will demonstrate how books and texts high quality in content, covering relevant issues and featuring diverse, relevant characters or people are being used to drive and inspire children's love of reading. Moreover, how as a part of a well sequenced and coherent wider curriculum, carefully selected texts are expanding children's vocabulary, providing opportunities to recall knowledge and deepening understanding acquired.

ALL

FORMATIVE ASSESSMENT AND DIAGNOSTIC QUESTIONS

Craig Barton

Diagnostic questions are Craig's favourite formative assessment tool. He knows of no other way to get a quick and accurate snap-shot of his students' understanding. In this workshop we will look at the different things you can learn from asking a Diagnostic Question, and then go through step-by-step how we might ask them in the classroom, collect our students' responses, and respond accordingly.

ALL LEADERS

RECENT OFSTED EXPERIENCE AND FEEDBACK

Mrs Ruth Esplin, Head Teacher, Bramley St Peter's Primary School

Driving school improvement and curriculum development have been continued foci for Bramley St Peter's over recent years. Their recent Ofsted experience allowed the school to showcase their journey. This session will allow leaders to hear first hand the head teacher's experience of the inspection. There will also be an opportunity for a Q&A.

ALL LEADERS

ESSENTIAL NEED TO KNOW INFORMATION ABOUT THE DESIGN AND TECHNOLOGY PROGRAMMES OF STUDY

Jane Zanzottera and Sarah Westaway, Artforms

This updates session will look at the essential information which leaders and DT leads need to know about the design and technology programmes of study. There will be an opportunity for colleagues to ask questions from both the arts manager and arts education lead.

ALL

FORMATIVE ASSESSMENT

Dylan Wiliam

Dylan Wiliam stresses the importance of formative assessment as a key process for increasing teacher quality for the biggest impact on student outcomes.

During this virtual keynote, Dylan will provide the research and practical classroom application of formative assessment practices. He will help clarify how assessment throughout the learning process can empower teachers to make informed decisions—so they can adapt instruction to improve academic performance and how children can get empowered to learn faster.

Dylan will take questions from participants at the end of the presentation.

**PRIMARY
CURRICULUM &
SENIOR LEADERS**

LET'S TALK ABOUT CURRICULUM

*Tracey Thomas Marshall, Lead Learning Improvement
Consultant, Leeds City Council*

This is an opportunity for you to share and compare your school curriculum with others. This will be a facilitated workshop where school will have the opportunity to talk through key points from their curriculums and how they devised them. Please note that to attend this workshop you must be willing to share your practice and bring along examples from your whole school curriculum.

**PRIMARY SENIOR
LEADERS**

DEEP CURRICULUM ANALYSIS

Sir John Townsley, CEO, GORSE Academies Trust

If there was no national testing regime at the end of Key Stage 2 might our primary curriculum look different? Are all primary schools potentially vulnerable to accusations of neglecting the foundation curriculum?

Deep Curriculum Analysis is integrally linked to a major theme within which students are provided with opportunities to explore, in depth, new ideas, concepts and features of the foundation curriculum which are deliberately challenging and memorable. It provides the bridge between the core curriculum and the foundation curriculum. It utilises the skills and knowledge worked upon in the core curriculum with the extension of the knowledge and skills required in the foundation curriculum.

**PRIMARY SENIOR
LEADERS**

BUT HOW AND WHY DOES IT 'WORK'?

A CLOSER LOOK AT PEDAGOGICAL APPROACHES AND THEIR IMPACT ON LEARNING

***Kathryn Atkins, Associate School Improvement Adviser,
Leeds City Council***

The workshop will explore how curriculum plans are translated into classroom learning, and how research - based evidence can inform classroom pedagogy.

Specific reference will be made to metacognitive and self - regulation strategies and why they have an impact on learning outcomes .

**PRIMARY
CLASSROOM
TEACHERS & SUBJECT
LEADERS FOR
GEOGRAPHY**

WRITING AS A GEOGRAPHER

***Jessica Hill, Deputy Head Teacher,
Alwoodley C of E Primary School***

For years, teachers have understood the benefits of cross curricular writing and how this can help to raise the profile of a subject through the lens of English. However, the by product of this is a piece of English work, marked against an English learning objective and English success criteria. This has a place in the primary classroom and is not to be undervalued. Nevertheless, Ofsted will be interested to see what you are doing to develop the pupils' ability to write as geographers. In this workshop, we will explore exactly that.

ALL

EFFECTIVE RESPONSIVE TEACHING IN YOUR CLASSROOM

Colin Davies, The School Improvement Team, Leeds City Council

This workshop will consider the implementation of responsive teaching in your classroom so that you can support students with differing needs to achieve the same high academic goals, aligned with Ofsted expectations.

Participants will

- have an increased insight into the benefits of responsive teaching
- consider how they can deploy this powerful tool in their own classroom to address the increased diversity of learning needs.