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Westminster Education Forum Keynote Seminar

Personalised Learning – Theory into practice

28th March 2007

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This publication reflects proceedings at the Westminster Education Forum Keynote Seminar: Personalised Learning – Theory into practice, held on the 28th March 2007. The views expressed in the articles are those of the named authors, not those of the Forum or of the sponsors, apart from their own articles.

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Westminster Education Forum

Connaught House
22/24 Guildford Road
Bagshot
Surrey
GU19 5JN

Tel: 01276 489144
Fax: 01276 489231
Publications@westminsterforumprojects.co.uk

Directors

Peter van Gelder
Chris Whitehouse

Agenda

Westminster Education Forum Keynote Seminar: Personalised Learning - Theory into practice

Date: Morning, 28th March 2007

Venue: No. 4 Hamilton Place, London W1J 7BQ

- 8.45 - 9.00 Registration
- 9.00 - 9.05 Chairman's opening remarks
Professor the Baroness Finlay of Llandaff
- 9.05 - 9.50 Keynote address: Standards and equity – Teaching and Learning in 2020
Theme: What will personalised learning mean for teachers and learners? How will the 2020 review group recommendations be adopted, and how will progress be measured?
Sue Hackman, Chief Adviser on School Standards, Department for Education and Skills
Professor David Hargreaves, Member, Teaching and Learning in 2020 Review Group
Questions and comments from the floor
- 9.50 - 10.35 Meeting the needs of learners, teachers and parents
Themes: The attitudes of parents, learners and teachers towards personalisation, and whether it can improve on current provision. How could learner/parent/teacher relationships change? Will personalisation improve the learning experience and meet pupils' needs?
David Hassell, Director of Educational Content, British Educational Communications and Technology Agency (Becta)
Martin Johnson, Acting Deputy General Secretary, Association of Teachers and Lecturers
Mike Hurley, Participation Officer, UK Youth Parliament
Questions and comments from the floor
- 10.35 - 11.25 Personalised learning: Putting the vision into practice
Theme: How can skills, equipment and funding resources be best managed to maximize results? How can local programmes for extended school services and extra curricular activities be best delivered? What are the issues arising from implementation, and can investment in services be sustained in the long term?
Joan Sjøvoll, Head Teacher, Framwellgate School Durham
Viki Muller, Assistant Director, Children and Young People's Directorate, Suffolk County Council
Aidan Prior, Director of Educational Links, Steljes
Mary Crowley MBE, Chief Executive, Parenting UK
Clarissa Williams, National Council member and Vice President elect (May 2007), National Association of Head Teachers
Questions and comments from the floor
- 11.25 - 11.45 Coffee
- 11.45- 11.50 Chairman's opening remarks
Mike Gibbons, Chief Executive, The Innovation Unit
- 11.50 - 12.45 Developing personalisation: Assessing and monitoring individuals, measuring success
Theme: Applying personalisation to the individual – how can pupils' needs be most effectively determined, and how can progress be measured? How can the success of teaching staff be monitored? What are the implications of new systems of assessment? How can teachers and support staff be trained for the new personalised learning agenda? Will workforce reform or new styles of leadership be required to implement personalised learning?
Sue Horner, Head of Curriculum Development, Qualifications and Curriculum Authority
Pauline Bullen, Deputy Head Teacher, Tonbridge Grammar School, Kent
Graham Taylor, Development Manager, nferNelson
Stephen Miles, Course Leader: KS2/3 PGCE English, School of Education, Bath Spa University
Dr Michael Day, Executive Director of Initial Teacher Training, Training and Development Agency for Schools
Questions and comments from the floor

12.45 - 12.55 A response from the Department for Education and Skills
Sue Hackman, Chief Adviser on School Standards, Department for Education and Skills

12.55 - 13.00 Chairman's and WEdF thanks and closing remarks
Mike Gibbons, Chief Executive, The Innovation Unit
Peter van Gelder, Director, Westminster Education Forum

Session Chair's opening remarks Professor the Baroness Finlay of Llandaff

Thank you very much indeed. Well, can I also welcome you all here for this Seminar on Personalised Learning – Theory into practice.

There are implications in this for everyone; for teachers, for parents and for learners of all ages, and translating theory into practice, there is that phrase, *'the devil's in the detail.'* Somehow the theory is easy, the practice always seems to be much more difficult and more complicated. And I'm sure that during the day, today, people will go away with ideas, clarifications and, perhaps, reservations enforced and solutions to those reservations. So it promises to be an interesting day. And, of course, it is going to focus on, also supporting people through those transitions in different stages of learning.

I need to say, right now, that I'm afraid I can't stay for the whole of the morning, because I have to be elsewhere at 11 o'clock, so Peter has very kindly said that he would takeover from me for the very last part of this morning's session. But I was delighted to be able to be here, even for the first part, and I'm sure it looks like an excellent day. I can't quite see my way to getting back, because parliamentary business includes a Bill of my own this afternoon, so I have to be there, that's how it is.

I wonder if I could ask our first two speakers to come and join me on the platform, that's Sue Hackman and David Hargreaves?

Sue Hackman is the Chief Adviser for School Standards and really is here representing the Department for Education and Skills. You all have biographies in your packs, so I won't go through that in detail.

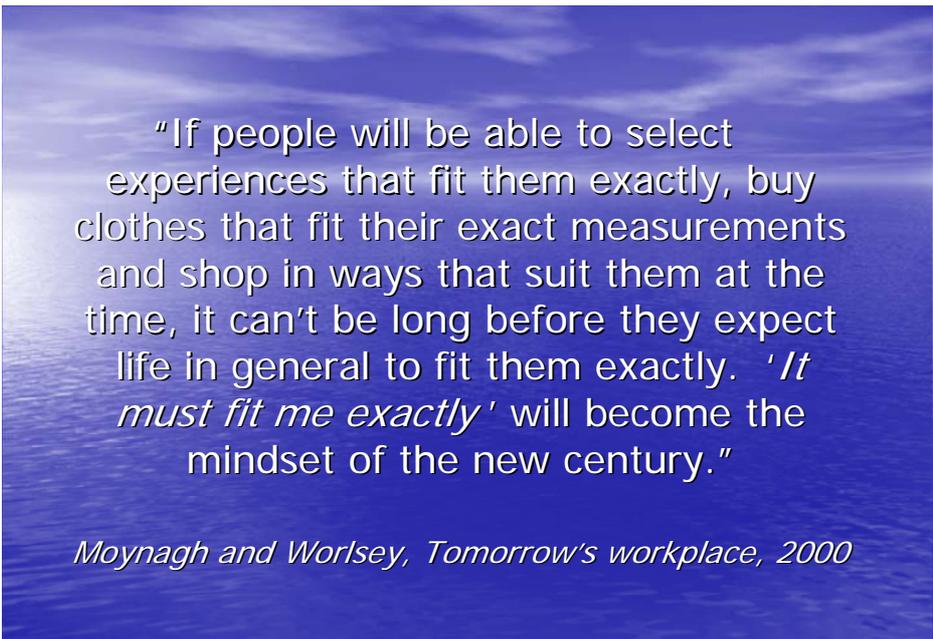
Sue, can I invite you to give us your presentation. Thank you.

Keynote Address: Standards and equity – Teaching and Learning in 2020

Sue Hackman, Chief Adviser on School Standards, Department for Education and Skills

THE CHALLENGE OF PERSONALISATION

There are, to my mind, three curious things about the provenance of personalisation. One is that it has its origins in the world of business and commerce. In a post-industrialised world in which mass manufacture has moved to the East, the world has gone shopping on the internet and the global economy is king, then personalisation is a significant commercial proposition for a country with a dwindling manufacturing base. Instead of cheap production, it looks to specialise, customise, innovate and target.



"If people will be able to select experiences that fit them exactly, buy clothes that fit their exact measurements and shop in ways that suit them at the time, it can't be long before they expect life in general to fit them exactly. '*It must fit me exactly*' will become the mindset of the new century."

Moynagh and Wortsey, Tomorrow's workplace, 2000

Another curious feature of personalisation is that it is the first time I can remember a minister – it was David Miliband – propose an idea to the education community and then invite them to explain what it meant.

It was an ambush so surprising and so refreshing that people took it in good part and there was a great deal of warmth and commitment in the responses.

And the third thing that is curious about it is that it has proved so popular. Perhaps it is because it is a phrase which means all things to all people. There was a moment, I have to say, when I got a little weary of the generalisations about personalisation, the different ways of thinking about it, the different ways of dividing up the territory to which it might apply. I think it was running the risk of petering politely out when Christine introduced her report. It's something of a relief to be onto firmer ground now.

The *2020 Vision* report has done us a big favour by providing us with a focus for the personalisation agenda, and some priorities among all the previous visions that preceded it.

For the record, I support *almost* everything in it.

I have been calculating how likely it was that someone would, at this seminar, address the dangers inherent in the passion for personalisation, and to be quite sure that they are articulated, I'm going to list them.

First, there's the danger of sentimentality. There is a naïve pastoral version of personalisation which would do little to prepare them for the rigours of 2020. I love children, but it's not my love they need: they need what I know about learning. The risk is that we differentiate down instead of levelling up.

Second, there's the threat of selfish individualism. For me, the collective matters. Learning is, on the whole, an induction into the conventions and freedoms of society. I sometimes worry that in our heads we have a paradigm that I-2-I is best. I really don't think so. Sometimes 3 or 4 is best, sometimes alone is best, sometimes 30 is best, and sometimes more. If we think that the teaching paradigm is I-2-I and everything else is just second best, then we miss something important about the social nature of knowledge, about collaborative learning and context.

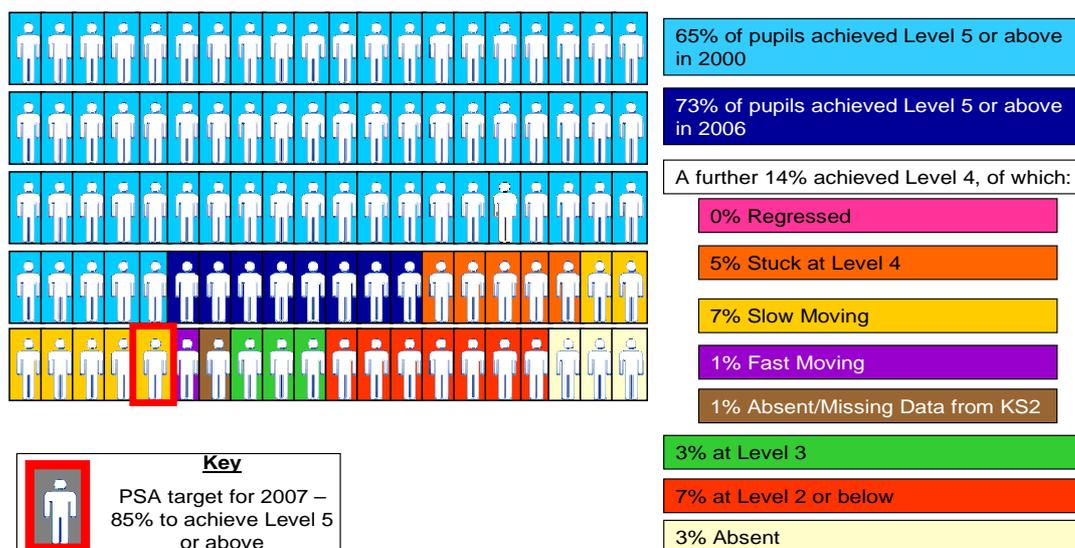
And third, I have a worry that a literal application of personalised learning could be unmanageable. Christine usefully said in her report that she didn't envisage 30 different teaching plans. Thank God for that. I was one of the architects of catch-up, so I'm not going to knock it. I say it's never too late to pull pupils back. Catch-up for individual pupils has done a good job. But the first job is to hold pupils in to the pace of learning, to teach inclusively, let no-one fall.

I have a fourth point. It won't be very popular. It's that I don't want personalisation to be a flight from standards and high expectations. When we focus on the individual, we shouldn't abandon our sense of what is possible. Children are entitled to our great expectations. Assessment for learning is properly elevated in the *2020 Vision* report. The easy bit is finding out where the child is, and moving forward on the next step. The hard bit is setting the goal and the trajectory which takes us to it. Setting the standard and then reaching it – that's the challenge of personalisation.

I'd like to finish by telling you what I'm intending as my contribution to making a reality of personalisation.

I'm working on data which charts the progress of every child through the system, so we can see where pupils get stuck, stalled or fall off trajectory. This example looks at pupils below expectations at Key Stage 3.

NATIONAL Key Stage 3 English 2006



We are already out in the field interviewing different types of pupils and their teachers so they know their characteristics and what they need to thrive and progress. I'm glad to report that already I can see this work is going to be of enormous interest and use to teachers.

The other thing I am doing is the *Making Good Progress* pilot, which will redesign the assessment system to promote better motivation, more useful assessments, sharper teaching and faster progress.

Progression pilot - proposals

Assessment for progression

- Level-by-level “when-ready” tests to improve the pace of progression; and better use of periodic assessment to track progress.

Progression targets

- For example “Increase % of pupils who make 2 levels of progress in the key stage” – it would apply to *all* pupils.

Progression tuition

- One-to-one tuition for pupils who entered below national expectations, and still making slow progress.

Progression premium

- An incentive payment to improve the proportion of pupils adding 2 levels of progress

Key stages:	KS2 and KS3
Subjects:	English and mathematics
Local Authorities:	Up to 10 LAs, geographical spread
Duration:	Two year pilot over 2007/08 and 2008/09

Keynote Address: Standards and equity – Teaching and Learning in 2020

Professor David Hargreaves, Member, Teaching and Learning in 2020 Review Group

The teaching and learning 2020 Review: an insider perspective

When Estelle Morris was Secretary of State, I was a policy adviser in the DfES on 14-19 issues. It is generally acknowledged that it is very difficult to get 14-19 right, not least because of the large number of disparate stakeholders, including employers and higher education. I was one of those who advised that policy development here was beyond the capacity of officials alone and that a working group needed to be set up to undertake the immense amount of essential but detailed work and to try to achieve consensus among the stakeholders on the way forward. This became, of course, the Tomlinson committee.

Tomlinson presented his report to Ruth Kelly, who with remarkable speed, and to the astonishment of many, rejected much of the central thrust of the report. So when last year I was telephoned to see if I would accept her invitation to sit on a committee to set out a vision for personalised teaching and learning in 2020, I hesitated. Would it be worth spending time and energy working for such a group if there was a good chance that the outcome recommendations would be turned down? But as I had spent the previous two years working on the meaning and potential of personalisation in our secondary schools, I put my doubts to one side and accepted.

The review group's remit was huge and the time in which to complete the work very short – just a few months. Christine Gilbert presented our recommendations at the end of 2006. As far as I and the other members of the group are aware, there has been no formal ministerial response. I am told there will never be a formal response. Ministers will instead respond to specific recommendations as they become relevant. In translation, I believe this means ministers will pick up any recommendations that are compatible with their inclinations and preferences, and will simply ignore the rest. This stratagem is, of course, less likely to draw attention to what is in effect a rejection of some recommendations than ever admitting so explicitly.

I find this approach a matter of concern. We did not expect that ministers would simply accept all the recommendations. But I think we could reasonably expect to know which of them had been accepted and which were rejected, and the reasons behind any such rejection. The curious silence, after a few polite references by Jim Knight at the North of England Conference, removes the opportunity occasioned by the report to debate some of the crucial issues about the direction of education in the first quarter of the 21st century with which the group wrestled. I conclude that ministers want to avoid the embarrassing position of having set up the group only to reject many of its recommendations. Moreover, they do not want there to be a debate and are very reluctant to do anything that might encourage one, presumably for fear of what might emerge, both as criticism of the status quo and as ways forward that could well be incompatible with current policy.

Like other members of the group, I welcome those aspects of the report that have been picked up by ministers. But I confine my contribution in this seminar to two recommendations that apparently have not been accepted.

I take first our recommendation relating to the national curriculum and its associated assessment. We felt we did not have sufficient time to explore this to the extent needed. There was absolutely no point in attempting a quick-fix. So we recommended the establishment of a further group, comprising Ofsted, the QCA and serving headteachers, to advise by September 2007 on what action might be needed to ensure that the national curriculum and its assessment develop in ways that support the vision we had outlined. This group would also look at the scope for 'testing when ready', a key element in personalisation, as well as the development of metrics for the so-called 'soft' or 'non-cognitive' skills, on which employers set such store in knowledge economies.

Back in 1987 when Kenneth Baker announced the creation of a national curriculum, I was a firm supporter of that principle. There have been many positive benefits of the national curriculum. Twenty years later, however, it needs to be looked at again, and especially its associated assessment. I cannot identify a single headteacher or teacher who thinks the present national curriculum and its associated assessment are currently fit for purpose and the right basis for teaching and learning 2020. Why are ministers afraid of listening to those concerns and ideas for what might be done for the next ten years? Curriculum and assessment are at the very heart of teaching and learning. If we wish to ensure the best possible schooling over the next decade or so, we have to get the curriculum and assessment right, and ensure that all the key stakeholders - teachers, students, parents, employers and higher education - are broadly committed to policy and practice in these vital

spheres. For the government to be convinced that only it has the right answer and to want to stifle debate is, I believe, more likely to exacerbate the problem and stimulate increasing dissatisfaction with the current position.

The 2020 review group made a second recommendation that again calls for the work of a further group, because the task was beyond the capacity of the review group itself. The topic for this recommendation is innovation. I believe it is widely accepted in secondary education that to personalise learning will involve some innovation in teaching and learning. By innovation here, I mean doing things differently in order to do them better. That is exactly what happened in business and industry in the transition from Fordist mass production at the beginning of the 20th century to the customisation or personalisation that has transformed many aspects of business practice at the beginning of the 21st century. Tony Blair rightly called on public services, especially health and education, to engage with personalisation as a means of transforming those services. In education, it will mean some challenging innovation just as it did in business.

We do not have a system for engaging in innovation in education. We do have funded educational research, mainly in the hands of higher education. Its record to date is mixed, and much of it is having little or no useful impact on teaching and learning. We spend very much larger sums on the professional development of teachers and school leaders, though again I suspect too little of this is generating the new practices required by personalisation. The Innovation Unit has done excellent work, but it is not in itself a national system for innovation. The review group concluded that conventional approaches to innovation and R&D in education, as well as to the continuing professional development (CPD) of teachers, are found wanting, and we set out some of the desiderata of a different model, and outlined the goals that need to be achieved quickly. These were not airy-fairy suggestions. They included:

- finding better ways of determining priorities for development and research in teaching and learning and ensuring value for money
- finding better ways of capturing best practice in teaching and learning and ensuring its transfer across the system
- finding a robust means of distinguishing effective new practice in teaching and learning from mere fads and fashions.

Innovation is hard. It is not a simple matter in education to produce an innovative genius like a Steve Jobs or a James Dyson, or a collection of schools that would become the innovative equivalents of a Hewlett Packard or a BP. I assure you there are no such equivalents in education – at least not yet. My own experience with the Specialist Schools and Academies Trust working on development and research in the field of personalising learning has demonstrated beyond question that there is a substantial body of headteachers and teachers who are already engaged in the challenging tasks of knowledge creation and knowledge transfer that have now become commonplace in business and industry, but have had very little impact on education. These school leaders lack official recognition and support for their work on innovation, which takes place at the periphery, not as crucial within a national strategy for raising standards.

We did not advocate new funding streams for innovation, but rather thinking through how existing resources might be redeployed to support innovation in teaching and learning over the next decade or so. Thus once again determined to avoid a quick-fix solution to a fundamental question, we said another group should be established, also to report by September 2007, to advise on a better system of innovation in education, with an action plan that could be implemented from 2008.

Clearly neither of these recommendations has been accepted, and it is now far too late to set up the two working groups we suggested. One is left wondering why we were asked to look at teaching and learning 2020, when the bits of the report the government is interested in are firmly tied to 2007. This is confirmed by Sue Hackman's presentation, the essence of which is what she offered to the review group and was policy before our report was presented. The invocation of 2020 in the review's terms of reference was mere rhetoric to mask a continuing obsession with the short term, in a desperate determination to try to make some discredited policies work. Such myopia would be truly sad were it not in fact a symptom of the more serious affliction of wilful blindness to anything outside the government's own narrow preoccupations. Personalisation in business forced some fundamental re-thinking about business models and practices: the status quo had to be challenged, and was. The review sought to stimulate some deep thinking about the fundamentals in education. To refuse to examine, let alone question, its own thinking, the government is in my view blocking the route to the better teaching and learning that 2020 will demand from our schools and our teachers.

Keynote address: Standards and equity – Teaching and Learning in 2020

Questions and comments from the floor

Professor the Baroness Finlay of Llandaff: Thank you both. We have time for some questions from the floor and comments from the floor. Sue, I just wonder whether I might start.

You opened, at the beginning of your presentation, talking about the what I need approach, and one of my big concerns is that it really is what I want, because what I need is often the bit that learners run away from, and the needs, both for them personally to develop and the needs to match into the world they're going out into. And I just wonder how you see education, broadly, identifying both those needs that the learner doesn't want, and then moving them on?

Sue Hackman:

I do think there is an area that we have to go into. I think on the whole, teachers are really good at knowing what pupils need, but in some ways, I'm attracted to the notion of, if pupils want it, and if pupils choose it and want it for themselves, then they learn more effectively.

We were toying with the idea of, you know, at the moment there's a catch-up sweep, there's various ways you can catch-up. There's like literacy progress units and spring-broads and all sort of, and reader recovery and so on. And I was wondering what it might be like if children could call those things down for themselves, because "*I want help with study skills,*" or "*I want help with my spelling,*" if they chose it and wanted it and drew it down, how much more effective learning might be, when children are motivated and they've done it for themselves. And I think, I'm kind of keen to explore that and we thought, within the pilot, we might try that for motivational purposes, if they had it. I think the difficulty with it is, is that resources are limited and you couldn't offer it to every child, and what if any child doesn't draw down what they actually need, but just what they want. Children aren't always brilliant at knowing what it is that they need. I'm wondering if teachers, in the end, wouldn't end up directing them. I think it's worth a go, but I think if they want it, this is one of my theories of what we're going to do in the Progression Pilot, is that, I don't think we should we put anything down anybody's throats and I think people should beg for it, really. We're thinking that about ... I'm just about to reassure David about the test, the idea of, you know, the alternative kind of test, that I think we could do an opt-in system that schools who wanted to go that way, could opt-in to it, rather than doing national roll outs. If teachers/schools opt-in to it, then if they're more willing and they want it, then it goes better. So I have got a lot of sympathies with *'I want,'* although I'm not keen on just, kind of, you have to put a curve on greed, don't you?

Professor the Baroness Finlay of Llandaff: Thank you. Down here, at the front.

Elizabeth Allen:

Thank you. Liz Allen, Head of Newstead Wood School, which is a girls' selective school. I have a theory that perhaps we should be as concerned with the 17% of young people at the top of ... who achieve Level Five plus at Key State Three, but maybe are seriously underachieving, but the tables and the system doesn't show that. And I believe, possibly, the profiles, Sue, that you identified, in the bottom 17% are reflected at the top and can we build something into the progress measures that incentivises schools to address those?

Sue Hackman:

Right, right. Can I say, I really absolutely agree with you, and we do have the statistics, I just didn't have time this morning. And we do know, if you look at the kids who get the highest levels of attainment at every key stage, actually, there are kids who drop off and drop off quite badly, at each key stage, and there are, conversely, some who join them, but fewer of those. So, we do know that there is, even the gifted and talented kind of decay and the numbers decay. And I agree with you that they need attention. We hesitated about ... our first plan was, to offer all the benefits of tuition to all the kids, on the basis that every child mattered, but do you know, I do think within an ordinary, inclusive, good quality teaching classroom, probably the kids who are at expectations and above, probably, we ought to say, we expect them to be dealt with and expect their needs to be managed, within the ordinary classroom. Because if mentally, what you say is, *"Everybody's got to be ordinary and progress, and those who don't are weird in some ways, and we need to put them outside, and it's somebody else's job, a tutor's job, not mine,"* that you set up a bad precedent; that firstly we have to say, we want good quality, inclusive teaching, and then, there are children who bring to school problems, where it's less to do with the teacher and more to do with their deprivation, their prior poor attainment and things like that, where they do need extra help for that. Whereas, I think that's just less likely to be the case with more able kids. So, again, it's just a resources choice, really, when you had to direct resources, it was to those kids that we generally choose to, and that is a political decision, as well as an educational one. I do agree with you.

Professor the Baroness Finlay of Llandaff:

Got a question over here, and perhaps because of time, there was another hand that went up here; I'm going to ask you to both state your questions and then both David and Sue can take them.

Mike Gibbons:

Okay. Mike Gibbons, Innovation Unit; sitting in Sue's blind spot over here. Sue, I agree with some of the things you say about individualism, but I would hate us to be so worried about individualism that we find ourselves neglecting the concept of individual potential, and a child's individual sense of their own worth. I visited a huge school in East Ham, yesterday, a school which is very near the Olympic site, and a Year 10 girl gave me a tour round the school and I asked her what she had done two years ago, to deserve to be doing so well in the school, and she said, she'd been part of the Olympic bid and been to Singapore and she had played table tennis with David Beckham. I didn't ask her whether she'd won or not, but I then said, *"Was that the high point of your life, so far?"* She said, *"No. It was probably when I read my poem to the Queen last year when she visited."* And that girl in that very, very deprived school, her sense of self-worth was through the roof and I wouldn't want us to do anything at all that didn't celebrate that.

I love your presentation with the little stick men. As you know, you tell us that in such an entertaining and convincing way. Can I ask you a question about whether you think the actual scientific accuracy of the testing regime, really bears, consistently, the scrutiny and the differentiation between everyone's achievements that you so confidently portray? You know, where do you think we are, in terms of accuracy of the assessment and the conclusions that we draw, as a system? I could get into the innovation debate, but I think that's a separate issue for another time.

Professor the Baroness Finlay of Llandaff:

Thank you. And the other gentleman.

Alan Goulbourne:

Alan Goulbourne from the Learning and Skills Network. A question to David, really, about the pioneers in personalised learning. Is there any hard evidence that personalised learning leads to raising attainment, or higher standards?

Professor the Baroness Finlay of Llandaff: Thank you. I'm going to ask David to respond first and then Sue, in a minute each. David.

Professor David Hargreaves: [transcript gap] mean by personalised learning, there's no such thing. Personalisation is a process by which teachers approach learning. There isn't a thing called personalised learning, as against learning. So, of course, there's no hard evidence, because you'd have to be clear what you're trying to show, is having an impact. If you wanted to argue, as I would, that there were certain practices that teachers undertake, that you can put under the heading of '*personalisation*,' you can show that those have an impact on raising standards, the answer is yes, there is some hard evidence, and the best evidence is an assessment for learning, where the work done by Paul Black, really shows quite conclusively that assessment for learning, the practices that are involved with that, which are very much about personalisation, those do have an impact on standards.

On the wider issue, I would've said, I've been working with school leaders for two years, to define exactly what those practices are that fall under the heading of '*personalisation*,' most of which are not about individualisation at all; they're about something much wider and deeper. Whether in due course we'll be able to show those have some impact, that's an open question, but you wouldn't expect that to have occurred in two years. The concept's really only a couple of years old and it will take some time, in my view, before we've clarified what those practices are, innovated the new ones and then demonstrated that they have some power. But that's why you need a better R&D strategy than we've got. We need to produce the evidence base that's necessary.

Professor the Baroness Finlay of Llandaff: Sue, briefly, the last word to you.

Sue Hackman: On testing accuracy; well, no the tests aren't perfect, no test system is. I mean all assessment is approximate, even the fullest teacher assessment you can get is an approximation. I think it varies by subject. I think some subjects are easier. I'm an English teacher by trade and every English teacher in the room will know what I mean here. When you sit down with a creative essay, for example, there are some valid, but different opinions about what it's worth. I think there might be an issue in science. I believe the results in KS2 Science, they are fabulous, aren't they? I do believe the results, because we asked them to do in primary science, for example, is knowledge and explanation. What we asked them to do in KS3, I think, is slightly different. I think we're looking at investigation and scientific conceptual thinking and, therefore, it doesn't surprise me that the results fluctuate, because we're measuring something different. So I don't know if it's quite the answer to accuracy, but I think there is something about our continuum; our assessment continuum is not perfect in science.

One of the things we're trying to address in the single level test, that I mentioned, is, at the moment, if you're a Level Three in KS2 that is a different result from a different test, from a Level Three in KS3 and I think sometimes comparisons between results, at different levels, it can be tricky. One of the things that we are doing in the Progression Pilot, is it will be the same test, you get tested for the level, what ever key stage you're in. So a child in KS2 will do the same Level Three test, for example, as the child in KS3. So I'm hoping that the kind of continuum of progression will make more sense to us that way, and I think that will be very challenging.

We have, of course, and I'm sure that underneath your question about, can we trust teachers and assessments and are we ready for teacher assessment

when ready? And we are trying that, we have been doing that. And you know the APP and MPP programmes, they attempt to do that. But we have found that some of the problems that beset accuracy of assessments in test, beset teachers as well, when they do assessments in the classroom, it's just that they don't get so much public notice, for example, the assessment of reading and evidence for reading is much weaker than it is for writing. So one of the things we're hoping to do in the Progression Pilot, is to toughen up teacher assessment through the tracking systems and the when ready testing system, and I think that in two years time, when we've shown that teacher assessment is robust and had chance to train teachers up, you can see that there are possible ways forward, from the system we've got, where you could introduce an element of teacher assessing. But, honestly, colleagues, I do think we've got to earn it. I don't think we can just have it because we want it. I think we've got to earn that by proving accuracy. So an honest answer is probably, I think it's probably that the accuracy's probably better than people think, but I think all testing systems are prone to it.

Professor the Baroness Finlay of Llandaff:

Thank you. Thank you both very much, and can I ask the audience just to join with me in thanking our speakers?

And could I invite our second panel up here – David Hassell, Martin Johnson and Mike Hurley.

Meeting the needs of learners, teachers and parents

David Hassell, Director of Educational Content, British Educational Communications and Technology Agency (Becta)

Professor the Baroness Finlay of Llandaff: Well we're starting off this second session of the morning, on meeting the needs of learners, teachers and parents, and I'm going to invite David Hassell to come up to present to us. He is bringing his experience, as a former teacher, having had first hand experience of teaching, into this debate.

Thank you very much. I think I'd like to start; I'm primarily going to talk about where ICT may fit in this, but I suppose I want to just reflect on a couple of things that were said before.

In many ways, my wife and I both work in public service and one of these whole issues that Sue starting talking off about, about the whole notion of where personalisation was coming from, as a broader principle, is something that maybe, maybe it's not that word always that people worry about and thinking about what my cause us pressure in the future, to be able to deliver something. And one of the issues behind this is the notion about expectation.

We are in a funny situation, maybe, in education, because it isn't actually putting the pressure on us. People are talking about, for instance, there is a greater proportion of children now who don't like what they see, in the form of education they get and, therefore, maybe are looking for home school, home learning and those sorts of things. And maybe there's going to be a greater expectation, as there has been in health and other places, where the people who are the users at the end of the day, the receivers, well the people who are being actually educated, are going to be pushing us harder for something that we actually want. And maybe there's a case that that expectation, combined with the sorts of notions of, "*Well what is it like out there in the real world for a learner?*"

I was talking to somebody, again, who was talking in ... we've all heard the phrase about *digital natives*, children today, who come into schools, using technology, knowing how to deal with it, for their own purposes, having a very multi-channel type existence, when they're out there, appearing inside school and having to almost power down to come into this, quite stayed perspective. And there's an issue, that if we're going to match what we want to deal with, that expectation of the sorts of things for a modern society, and to be able to support the sorts of things we've just been talking about, in terms of broader personalisation, maybe there's a case that IT has got some real roles to play, and that ranges from, on one hand, ICT does offer some things which are impossible without that technology. At another level they also offer things that support and enhance people to do things, just maybe more efficiently, more effectively, in many ways.

And at the other end, I think, falling back on what David was saying, was this whole issue to do with innovation. And what is that innovation can do and where can ICT support some of that innovation, in terms of moving forward? What sort of things then can ICT do? I suppose the obvious one that most people tend to think about is the practice component. Where does ICT support, in teaching and learning, in changing the environment, in which children are involved in? Is that about variety? Is it about the range of interaction, pace? Does it offer children to be more in control of what they've got in front of them? Does it change the way in which they actually can engage? The sort of things that children, where they are, actually always in a classroom, in the same environment, maybe they can have access anytime, anywhere; different sorts of opportunities; the ability to have greater interaction with different people, not just within school, with their parents, with all sorts of professionals and others outside; clearly there are a range of different opportunities there.

Assessment clearly is very important and the review brought out this whole, and made a very central part about assessment for learning, and ICT is one of those things that can support, very happily, the way in which that moves forward; that can make it more on-demand; can give you the opportunity to support the teacher, who is trying to do a whole range of different things, and the school.

More importantly, I think, is the back-end support, probably, that ICT actually is going to facilitate and underpin, if we're thinking about personalising learning. Because if you're going to personalise it, in the most effective way, I can remember when I was teaching, my first *'mentor'* when I started teaching told me, that I had to keep as much information about my children, and I used to have a great big red mark book that was exceedingly full of stuff; and I can remember looking back on it, after a few years, and thinking, well, I don't really know whether I'm making the most of what I've got here. And one of the things that technology can do is bring that data to your fingertips and help you actually move that forward, in a way that probably you wouldn't be able to do, if you were trying to do it with manual things. It just depends whether it's about improving your decision making; whether it's about thinking about the sorts of support, the sorts of things that Sue was

talking about, as well as getting the involvement with children, supporting them through different people, whether it's mentors. I was at a very interesting school, who have got children mentors working across different age ranges, in different places, the other day, using IT as the facilitator, because the kids can't always be there to meet them face to face, and it was fascinating how much of a difference that was making to those kids. Of course there's the flexibility in the curriculum and the opportunities, possibly, for different sorts of support, not just for children, but for teachers.

One of the things that I'd like to sort of pick up on that has been mentioned a couple times, was this notion David said at the end, that are we actually making the most of what good practice does exist? And the notion that collaboration should be able to support and enhance what people are doing. Technology's got a great role to play and we're beginning to see more and more. If you go outside and look at the way blogs and Wiki's and all those other sorts of things in the Web 2.0 technologies, are affecting our every day life outside education; do we see that happening inside education and what could we do there to actually make certain that that does enhance what we do?

Of course we do need good content, we do need the right infrastructure, we do need the right sorts of things put together in the right places, and I suppose I'll just end, knowing that I had a relatively tight timescale, with a few questions.

First of all, do we actually have the technology and is it all, not so much is there ... because there's an awful lot of technology after the last few years invested in schools. I went into a school about two or three months ago, and it was dripping with material, but what was interesting was, there were two things that they said were wrong, one was, they didn't really feel it worked with everything, so maybe that was poor purchasing, I don't know; but it was there, but it wasn't able to be used and leveraged in the right way, and there were two reasons for that, one was, it didn't all work together, and the second one, that they didn't actually know how to make the best out of what they'd got.

The second question is, are the schools ready? We are working quite hard, as an organisation inspector, looking at things like the Self-Review Framework, trying to encourage schools to be able to manage their technology much more efficiently and effectively; thinking about it in that reflective sort of way to try to move forward. And I do think that, possibly, behind the notion of getting schools to think about it more strategically, there is this issue to do with, how we can improve sharing and collaboration. And what is it that will actually breakdown some of the barriers, not just because we want to use technology, but it's about what you actually enable after, as a result of that?

And finally, of course, what's the best way of supporting teachers, to move on with this technology that they get?

Thank you.

Meeting the needs of learners, teachers and parents

Martin Johnson, Acting Deputy General Secretary, Association of Teachers and Lecturers

Professor the Baroness Finlay of Llandaff: Our next speaker is Martin Johnson, and Martin is coming from a teacher's perspective and bringing the impressions of policy and personalisation – I hardly dare use that word after the comments earlier on – and 30 years of teaching experience. Martin.

Thank you very much. Good morning, colleagues. I'd like to start by reading an extract from a school's mission statement that I happen to cross quite recently: *"This school endeavours to provide a secure community, which maximises the achievement of all its pupils, except the ones who aren't going to get us any league table points."* Now, I made it up actually, you probably guessed; but I just made it up, in order to emphasise, this is the first of my bleeding obvious points, which are going to take the next four minutes; that teachers have always aspired to achieve the best they can for all their pupils. And if we want to make progress with this Personalised Learning Agenda, then we have to look closely at the barriers that are put in front of teachers, in order to meet those aims.

Can I just say, I've spent a number of years now, debating with David Hargreaves, what is meant by personalised learning and since I started from the position that he adopted this morning, I was obviously delighted to hear him say, *"... it doesn't mean anything."* Personalised learning, indeed, has no substantive meaning. It was and is a politician's sound bite and personalisation will be no more, nor less than what schools do in its name. And that's why it's always going to be difficult, I think, to talk about the impact of personalisation, in terms of outcomes.

But to go back to those barriers; what is it that gets in the way of teachers doing the best for each of their pupils? Well, of course, more statements of the obvious. The average class has 30 pupils and two adults, end of story. We must never move away from that truth, in working out how far we can go in this direction.

And the second and obvious set of barriers are the ones, which I call the external barriers to learning. Well, the harder to reach pupils, as Sue put it, a few moments ago. And I have to say this, if the government wants to make more progress in this area, it really must address better than it has been doing, the extent of child poverty in this country. Eradicating child poverty would do more to raise pupil performance than any educational policy.

But to go back to the government's approach, I mean, Sue, wow! What a performance. I always love hearing Sue and the stick men are fascinating, aren't they? But what this tells you, colleagues, is that the government's policy is not about personalised learning, it's about personalised data. And I have to say to you this, as far as the ATL is concerned, we have taken data mania as far as we can. Unfortunately, as has already been suggested, the data, we are now collecting, simply does not stand up. There are huge reliability and validity problems about the National Tests and about all of the data that is being collected on pupils. And to look at pupil progress, when we are using, as Benchmarks, test results which are, in some cases, 40% unreliable; that is to say, that in some National Tests, 40% of pupils are given the wrong grade, is just an unsustainable way to go. The Standards Agenda, colleagues, can take us no further and, again, although I have talked with David for a long time about this, we didn't collude in this, but I have to say, that ATL's agenda for raising the achievement further, of all our pupils, is for a radical review of curriculum and assessment practice. It is long overdue. Our forthcoming book, *Subject to Change*, will explain in much more detail why that's needed and how it could work. But what we need, as David, again, explained so well, is a much more localised curriculum; is much more licensed for teachers to innovate, to meet the needs of their own pupils, and I suppose, perhaps, then, almost to finish, that is probably what personalised learning might mean, if anything.

Just a word to finish with about the Progression Pilot, which the government alleges comes out of the Gilbert Review. It's a bit unfair, but you could summarise it as, more tests and payment by results. And ATL dithered for quite a while, as to whether we would call that silly or daft. I seek your opinions.

Thank you.

Meeting the needs of learners, teachers and parents Mike Hurley, Participation Officer, UK Youth Parliament

Professor the Baroness Finlay of Llandaff: Now Mike, if I could ask you to come and present to us; bringing the student voice and having recently been working with those children that we heard about briefly earlier, the harder to reach children in the traveller and gypsy community.

I'm speaking on behalf of a community that is the size of a small local authority.

I'm speaking on behalf of a group of young people who have a life expectancy of 10 years less than settled community, whose health care is via A+E and who will probably have no teeth by the time they are 40.

I'm speaking on behalf of young people who are not first or second generation British but have been here for up to 500 years, yet still retain their own language.

I'm speaking on behalf of young people who come from a tradition that values family education but where families do not value traditional education. A group where most have stopped attending school around year 9.

A group that are all over the UK with the exception of the Isle of Wight.

A group of whom Plowden said, in 1967, that their educational needs were extreme and largely unmet.

A group whom Ofsted said, in 2003, are still most at risk in the education system and also noted that they are the one ethnic group that remain out of sight and out of mind.

Since then, Ofsted have said that the alarm bells rung in earlier reports have yet to be heeded.

I'm a Local Authority youth worker and have worked with Young Carers, Young Muslims, physical and mental Special Needs groups, socially and educationally excluded groups. I retired last year and took up the post of Gypsy and Traveller Participation Worker for the UK Youth Parliament.

I have spent the last few months talking with enthusiastic bunches of young Gypsies and Travellers, all around the country, about positives and asking 'What would help you?'

The overwhelming top 2 answers were: Bullying/Racism and not being judged as a Gypsy/Traveller and The relevance of schools.

I bring you their words:

The 13 year old South London Irish lass – my mum said I'm not going to be a scientist so why should I study science.

The 14 year old new age traveller in Dorset whose job was to guard the illegal roadside site.

The lads in Kent who said 'In ethics, we have to learn about Muslims but why doesn't anyone learn about us?'

The girls in Cornwall who were angry that the family traditions had kept them ignorant and that they would even move into housing to help their children, as opposed to the 6 x years 10 and 11s in Somerset who felt it was their mums that kept them going to school (their dads didn't care) but were scathing that what they were learning would not help them.

The 14 year old from the midlands who, when called in by Education Welfare and Traveller Ed and confronted with threats calmly said " You realise that I've given up a days work to come and talk to you".

And, even before yesterday's report, a common sense of injustice that they get picked on and racially abused – yet if they retaliate, they get the blame.

And a need fore more awareness from teachers of simple things like the importance of horse fairs that rate about equal to Christmas as 'priority family time'.

As Tom Sawyer said “I never let my schooling get in the way of my education”.

I could talk about young Showmen who have a winter base and do go out with work plans for the summer term and often stay until GCSE.

Or my mother who said “What they need is Trade Schools from 13 with practical skills and basic literacy that they can believe in”.

I finish with the budget of less than two weeks ago and a proposed ROSLA to 18. Hidden in the small print were £50 fines and a new type of ASBO for non attendance. Now that really underlines personalised learning for marginalised young people.

Meeting the needs of learners, teachers and parents

Questions and comments from the floor

Professor the Baroness Finlay of Llandaff: Thank you very much all three of you. I think it maybe helpful to take comments from the floor, if there are any coming up. Thank you. Peter.

Peter van Gelder: Peter van Gelder from the Forum. It's really a question for Mike. Mike thank you very much indeed for that presentation just then, which highlighted, very much, the issues faced by gypsies and travellers and various other groups. I'm just wondering, as on this panel, talking about the attitude, meeting the needs of learners, whether you could just take a slightly wider perspective on the issues about personalised learning, and is there anything that you'd like to say about the way, the personalised agenda is developing, which applies to the wider spread of youth in this country that you've been dealing with?

Mike Hurley: I think that with marginalised routes, I mean, it's whether or not it attends some of their fears; you've got to actually get them there to start off with. The one last week that said, *"I'm the only gypsy in my school, I don't tell anybody."* But when they are moving on it's difficult.

I have sympathy with teaching. I'm married to a head teacher and my daughter now teaches as well, having said she wouldn't, having seen the work her mother had to do. But that said, there's a lot of time outside, where we have to engage the young people, we have to value Youth Service. I have been, not working through local government, they're interested in sites, illegal and legal. I'm not teaching, talking to formal education, because it goes through TES and to some extent, apologies, it's about ticking boxes, whether they're in school or not. You've got to get them. You've actually got to them engaged and primarily, any marginalised group, not just gypsies and travellers, I'm working with them; I thought I knew marginalised groups. I hadn't realised how marginalised these were.

If, in the immediacy, there are still kids that, if they are moved on, are at the roadside and do still get fire bombed, that there are still ... I worked in Brixton in the early 70's with Jamaican Youth, you still get pubs with *'No travellers'* on their doors. You still get the exact acceptability of *'dirty [transcript gap] kids'* that wouldn't be addressed to any other group. There's a whole awareness level of marginalised groups, before you can engage with them. They pick up the injustice.

Professor the Baroness Finlay of Llandaff: I wonder if I could pick up to Martin on your comment about child poverty, as being the most important thing to change. And, of course, poverty isn't just about money, at all, it's about poverty's aspiration, poverty's ability to advocate and so on, and that, Mike, also illustrated very clearly. I just wonder if you could expand a little bit on the aspects of poverty, that you feel actually that the education system could address:

Martin Johnson: I think, actually, the way that eradication of poverty in cash terms, would lead to, eventually on its own, to higher educational performance, if that's what you're asking about, is indeed really a long-term one. But, essentially, the chain is that families, who are in receipt, have a secure expectation of a reasonable income, tend to raise their aspirations. And, you know, I didn't say in my presentation, but the other part of the jigsaw really, in terms of why the government policy is, employment policy, regional policies, to deal with pockets of unemployment, which also lead to low aspirations. But, I think many of the audience will know, from their personal experience, that with the best will in the world, a community with low aspirations, it is

extremely difficult for a single school to burrow into that and to change the culture and to ... I know it can be done, you know, I don't want to be negative about this, but I think those fantastic schools, which do make an impact in that kind of arena, are usually ones which make efforts, which if you like, are long-term, not sustainable. They perform in a super human way for a while and make some progress, but cannot sustain that, because it's just not sustainable and things tend to fall back a bit. I mean that's the wider government agenda, I think.

Professor the Baroness Finlay of Llandaff:

Thank you. And David, one of the things that really struck me, when you were talking about IT and places dripping with IT and dripping with equipment is, of course, that in the other group of children, who are potentially doing well, may not be doing so, they're usually much more IT literate in various fields, than the teachers can and actually probably ever will be. Because we've got a lag, a generational lag, where they're being educated through the media that they're exposed to, and sometimes I've wondered whether, actually, we need to almost abandon some of the worshipping of the IT and go back to the mentor role, the role model, the person who the child, wherever they're at, whoever they're with, can relate to, so they can learn some advocacy skills for themselves.

David Hassell:

I think there are two things hiding behind that; one is, does IT replace teachers? And there's absolutely no way it does and I think that nobody who is in the IT world everyone would say that anyway. What it does, is it supports and enhances in many ways. We've been running a project, over the last four years, which its evaluation is due to come in soon, it's called the Tesco Project, which is looking at three groups of areas in relatively deprived locations, where schools had support, both in terms of equipment, but more importantly, in terms of change management and the rest of it. And we had our concluding conference a week or so ago, and one of the things that one of the teachers was saying, that one of the biggest changes for her and a lot of the heads in her area agreed with, was realising that children actually are often the source to help them do that and not fend for themselves. So it's about them taking control and supporting teachers, but the thing that teachers had to do, was to let go of the fact that they will always be arbiter of all knowledge of all things, and that was a really important thing for them to change.

Professor the Baroness Finlay of Llandaff:

Mike, you wanted to come in.

Mike Hurley:

YouTube gets five million hits a day.

Professor the Baroness Finlay of Llandaff:

Yes it does. I'm just wondering, sorry, there was a hand up here, thank you.

Delegate:

I thought that was very interesting, the contribution on ICT just then and I think it does put a different perspective on that use of personalisation, which we haven't really tackled today and that is, the extent to which we're moving to a position where, young people, children and young people themselves are the drivers of education and are the drivers of the way they want education delivered to them, and the kind of education they want to undertake. And I think, you know, the interesting example is of ICT, and where children are very used to using ICT, in a very confident and being able to use the Web and use ICT to explore knowledge and they're pressing their schools, they're pressing their teachers to wake up to the kind of agenda, which they'll live in the rest of their lives. And I'm interested to hear from David, how he thinks that schools are kind of responding to that and the way that they're making schools more sort of accountable to pupil voice and pupil driving incentives.

David Hassell:

I think it's very early days yet for schools to go, you know, take that sort of leap, to where the children are much more in control and, obviously, there are a whole pile of issues that do get in the way, whether it's the technology; whether it's the notion ... again, at our conference a couple of weeks ago, somebody painted a picture of children coming in with whatever mobile. I mean every child has a mobile phone, don't they? And more and more now have got ones with wonderful screens and they've got all sorts of other devices – it's amazing. I was, again, in the school I was in two weeks ago, and it wasn't in a particularly affluent area, it was amazing what the kinds brought out of their pockets, which they would use a lunchtime and at break time, when they could, but they weren't actually using in the classroom. And, they were their devices of choice.

Now the question, clearly there's a technological issue about safety, about how you connect into what happens inside the school and how you can ensure that you can deliver what is there.

So I think there are technological issues in there, to be able to allow that sort of thing to happen. But we can see, from a number of projects up and down the country, where people have started looking at more mobile devices for children to be engaged with and how the informal and formal spaces for learning, actually starts to change, that in actual fact, that has a really big impact on children's perspective and engagement, which is really very important.

Another example might be not school, for those who know about it, which is, you know, driven and supported through IT, for those who are completely excluded, have been out of school for a long time, and that's been something that's been a very successful solution, of using the technology to actually engage somebody, who's maybe stuck in a very ... completely removed from the education, to bring them into all sorts of other communities and then to sort of draw them back into forms of education, that then can take them forward for their own requirements.

Professor the Baroness Finlay of Llandaff:

Yes, two comments, thank you Peter.

Jean Jackson:

I'm Jean Jackson, I'm actually from an ICT company, but I'm also an ex-teacher and an ex-teacher who, for many, many years was an enthusiastic user of ICT and, certainly back in the 1980's when I was teaching, we were using PCs and at the time, it was just when the BBC Acorns were coming in and all this; and so I got the children to bring their Sinclair Spectrums into school, you know. And we actually did a thing with it, a local insurance company, where I took them into their IT Department and we worked out what we could do with this kit and I didn't know what it could do, they didn't know what it could do and we found out together, it was great. But I'd really like to challenge this myth that teachers are not ICT literate. I mean teachers are people too, you know, they watch YouTube, just like everybody else, and there seems to be this myth that the teachers generally are desperate to retain control in their classroom, and certainly as an ex-English teacher, it's not viable to sort of direct opinion about novels and that sort of thing. You're positively inviting those opinions all the time. And I really felt that ICT helped me do that, and it helped me do things like, monitor who was actually taking things in, who was participating. Because teachers have got such a lot of work to do. I just couldn't do my job with a pencil and paper, I needed to use the tools that business use as well, so I could get on with the important bit of actually interacting with my pupils. So, sorry, that's my hobbyhorse, sorry.

David Hassell:

I think I'd say that I'd agree with you, but I don't think, in actual fact, that's the case everywhere if you go round schools, and if we look at, whether it's Ofsted, whether it's, whoever's it is, the average, the agreed sort of amount is somewhere between 15 and 20% of schools who are actually leveraging their ICT to the best of their ability, strategically using it across the school. And so, you may find pockets of what you were describing, everywhere in every school, but you're not actually getting that coherent picture.

Professor the Baroness Finlay of Llandaff:

You wanted to make a comment, thank you.

Martin Johnson:

If I could, just in response to Mike's question, which really, I talked a bit about the ownership of learning and our members report to us a very dangerous, I think, disjunction between the fact that pupils want to learn, in many cases, and obviously, often through new technologies, on the one hand, and the way they are alienated from what goes on in classrooms, which they perceive as being about an accreditation culture. And we are constantly told, by our members, that pupils have very instrumental attitudes to the formal processes in classrooms; that what they want is all they want and they know that their teachers want it too, is the bit of paper at the end of the course. And we know, don't we, that it's a common complaint, maybe it's not a new complaint, but it's a common complaint from higher education academics that students come into higher education without the capacity for independent learning, and that's because now, even at AS and A2, students are spoon-fed, they expect and demand to be spoon-fed, the answers to the question that are going to get them the certification. We cannot go on like this. This is no way to educate our young people. We do need them to own, not only the kind of learning that they do informally, but the processes that they go through during the day in classrooms, and to do that, I repeat, we have to eradicate the testing mania and we have to hand responsibility for owning what is taught, what is learnt and how it's learnt, back to, both the students and the teachers, who must ultimately advise them.

Professor the Baroness Finlay of Llandaff:

I think we've a comment here, thank you.

Joan Sjøvoll:

Hello, I'm a Head Teacher in the North East. I would just like to reinforce what the lady at the front said. I think there's much reason to be hopeful, more hopeful that perhaps we're hearing at the moment. I'd like to make two points.

I've think teachers are incredibly innovative about balancing the need for accreditation, with some very exciting teaching and learning opportunities in the classroom, and often that's using technology. And I think the way that they, in my experience, engage with training, is very impressive and I think they ought to be kind of commended for that.

The second point I'd like to make is in relation to the incoming new teachers. We are a training school and we work with all of the universities in the North East, as part of the ITT Training Programme and we take huge cohorts of students through our doors. I'm continually impressed with the standard and the confidence that they have, in the use of technology, in terms of the personalisation agenda. So just before we were feeling a little suicidal, I just thought there's much reason to be hopeful, I think.

Professor the Baroness Finlay of Llandaff:

Thank you. There was another comment here.

Iffat Chaudhry:

Iffat Chaudhry, I was previously a primary school teacher. I wanted to comment; I agree with you on the comments Martin made about poverty, but my personal experience, when it came to my Year Six's preparing for their SATS, whilst their parents, who probably would be in the poverty

group and those children would definitely be classed as poor, the parents were able to afford the latest shoes, fashion, holidays to Lapland, wherever, but would not choose to spend that money on a £1 revision guide for their child. So I think eradicating poverty is well and good, if the attitude's behind it, and would those parents actually, would it create a home life that actually does support education for these children?

Professor the Baroness Finlay of Llandaff:

There was another comment, I think, the gentlemen in the blue shirt, at the back, did you put your hand up? Oh you haven't, sorry. It was just you were having a stretch. Down here.

Dewi Lloyd:

Thank you. Dewi Lloyd, formerly of Dembyshire in North Wales and working for Steljes. Is it not the case that for my learning to be truly personal, that I should be able to access that learning at any time, when it suits me, and it should be equal in terms of the access that I get for that learning and for those resources. So, really the equality and the accessibility is the discussion. Is that not the discussion we've been having today? And really, how do we achieve that without technology? Because I don't think that industry would be sitting back now and thinking, in terms of banking, *"Do we really think that IT has helped us do what we're doing?"* And the media industry and so on.

Professor the Baroness Finlay of Llandaff:

Thank you. Thank you, there's another comment here.

Glenys Fox:

Glenys Fox from Mouchel Parkman. I'm feeling a little bit pessimistic, having heard that the 2020 report might not get the attention it might need, particularly in that, I would agree, with Mike, that there's a huge range of marginalised groups across this country who desperately need to be engaged in the system, however that's going to be, and the review of the curriculum could only be a good thing, in getting that to happen. But I just really wanted to say something, challenge something, I think, that Martin said, about data, and he said that we've data use as far as we can, and I'm not sure we have. I used to be an HMI and I've observed hundreds of lessons over the last few years, and I think, you know, driving up the quality of teaching and learning and also use of data by individual teachers, to ensure progress, they're two of the key elements for all children in becoming engaged. And I just wonder how you would assure accountability, actually, if you didn't focus on actual data. In fact, it's about progress of any child, in any marginalised group or in any school. It's that business of how do you best assure that they are making good progress? And so, it was just a challenge to taking the use of data, as far as we can; I'm not sure I would agree with that.

Professor the Baroness Finlay of Llandaff:

Thank you. The last comment I would like to make, which is from the other end, the university end, and I'm in the group of high achiever kids, because they're kids who are applying for medicine highly competitively, but with our attempts to widen access and go out, the thing which I found the most worrying, was the poverty of aspiration amongst very bright kids, and the fear of achieving amongst some of the most deprived area children, where we were trying to help them look at healthcare, in the broadest sense, as a potential career, and their only role model had, possibly, been the local social worker. But one boy, who told me, face to face, that he altered his answers because he didn't want to do well, because of the trouble it caused, both at home and in the school, amongst his peer group, which was a sad reflection. On the other hand, it's encouraging to see them actually coming forwards and being able to talk about it and, therefore, move out of it, in poverty of aspiration.

I think we've overrun slightly, but I would like to take half a minute for each of you just to have a final sentence, at the end of this session, if you would like to.

Martin Johnson:

Perhaps I can use that then, just to respond to the last comment, which is to say, of course teachers need to be given the best possible opportunities, partly for better ICT, to monitor closely what each of the pupils in their class is doing, and to use past performance, in order to guide future learning, i.e. assessment for learning. The problem is when that kind of information is transformed, because that's not data; it is transformed when it is put onto an Excel somewhere and becomes data, which is then used for other purposes – that's the problem.

Professor the Baroness Finlay of Llandaff:

Last sentence.

Mike Hurley:

Using gypsies and travellers as an example of a marginalised group, in a trailer, most of them haven't got a computer.

Professor the Baroness Finlay of Llandaff:

David.

David Hassell:

I think the main thing is, what we actually need is everybody in the system working together, to try to leverage things that we can do well, so everybody else's perspective. I think it's picking up on David's point at the end.

Professor the Baroness Finlay of Llandaff:

Thank you. Thank you very much indeed.

As I said, I, unfortunately, am going to have to leave, but Peter has very kindly said that he would takeover and I wonder if I could invite the speakers for the next sessions to come up to the platform at the same time – Joan Sjovoll, Viki Muller, Aidan Prior, Mary Crowley and Clarissa Williams. Thank you.

Personalised learning: Putting the vision into practice

Joan Sjøvoll, Head Teacher, Framwellgate School, Durham

Peter van Gelder: Well thank you very much indeed Baroness Finlay. Thank you very much for taking us through these first couple of sessions.

I'm going to ask the speakers to speak according to the order that we have on the Agenda here, so Joan, if I could ask you to take the podium.

Good morning everyone. It was an early start for me this morning, so I now feel as if it's teatime, travelling from Newcastle-upon-Tyne this morning. But I am pleased to be here.

I was asked to look at, particularly from a perspective of the Extended Schools Programme, but I suppose what I'm going to say can be generalised, across all of the themes of this morning.

It seems to me that Head Teachers have one or two things on their minds. And it struck me, particularly on Monday, when Shaun, a Year Ten pupil invited me to attend his Year Ten business class for a question and answer session, and Shaun began the session by saying very, very seriously, "*Miss, what do you do as Head Teacher?*" Now I think what he meant was, I had no teaching programme, for I too, in a previous life, an English teacher, not a lot of us about this morning. And I thought for a moment and I thought, "*Well, will I give him the long answer, or will I give him the short answer?*" Now, I'm going to give you a taster of what the longer answer would be, but it won't be very long.

The longer answer is, that when I start to count the number of initiatives that schools need to manage and lead, of separate initiatives, I stopped counting after 29, I stopped counting then. I said to Shaun, "*The short answer is, what I'm about, is making sure that every student in our school does their very best.*" Yes, it's subliminally obvious, but you know it is our core business. But when I think about that longer answer and I think about all of the things that we have to, for example, Extended Schools, Every Child Matters, getting exam results up, Healthy Schools, Specialist Schools, and we could go on. I mean all of that you recognise. I think, well how do you maximise that? How do you actually manage to have a life, to actually make progress? And the answer is my first bullet point. [see slide on page 30]

I think the best way to maximise all of that, in my experience, is to have a fully integrated strategic view, and an earlier speaker mentioned that need for a strategic view.

I think there needs to be an absolute clarity of leadership and a sharing in that vision; again, the blindingly obvious, but the more experience I have as a Head Teacher, and I've been a Head Teacher now for 12 years; the more convinced I am, is the only way to balance up all of those things and to avoid those initiatives becoming bolted-on, instead of organic to our business, is to actually do some nifty footwork and some careful reflective thinking and build it in to the strategic plans of what we are doing in our schools and in our communities. I'm going to give a short example in just a moment.

But within that, of course, is the importance of strong collaborative partnerships. That raises a few issues on my slide, but that's a key too. We're not going to deliver it on our own; increasingly that's not the case. And the need to adopt and innovative entrepreneurial style and outlook and spirit, not just at a leadership level, with governors and the team, but right across the organisation, and in our community, which we regard, not just as our students and staff, but our local community and our educational community.

The example I just want to briefly signal to you, which is, I think, why I was invited this morning; was that at Framwellgate we use the fact that we're a specialist college, a very successful specialist college, as the landscape, the context, in which we sought together all the other things; the Extended School Programme, the Healthy School element; all of that was in the framework, and it can be realised as a concept, as well as a physical entity, in terms of something we call an Achievement Centre in the school. And I'd be pleased to tell you lots and lots about that, I think it's been a hugely successful initiative at our school, but time will not permit me to do that.

Okay, reasons then to be cheerful – I said that earlier – and there are lots of them. But, just to be true to a stereotypic Head Teacher, there are some issues; you know, life is not completely rosy, although we make the best of it we can, and I think we can have maximum impact. I really think we can make a difference. But the issues I've got on the screen, I think are some headline issues for us to overcome.

- I think there are issues around workforce and making sure that we support training programmes that are fit for purpose.
- I also think there is an issue around contracts; contracts for support staff, contracts for teachers that could well conflict with contracts for other professionals that are working in, our now, sophisticated community that I lead in Durham.
- I think there are cultural challenges too. The more we work with other partnerships, the more that you have to actually go right back to base one, in terms of, well, what are our visions and our values? Let's get an understanding about the culture in which we operate, so that we set off on the right foot.
- Now a true stereotypic Head Teacher must complain about funding and here it is. We don't get enough money, but frankly, recently, we have seen the impact of government funding, but we still need funding and equities. The sort of technological programme, ICT, is hugely expensive. Increasingly, my budget is going on, not just purchasing hardware, but maintaining the software, the licences and so forth. The BSF Programme is phased and if you're in the later phases, then your buildings are really not fit for purpose, for the kind of agenda that we want to engage in. And, of course, staffing, that is a huge cost and to make a good job of the Personalised Learning Agenda, we really do need to look carefully at those funding priorities. Collaboration is great. I think it's a joy to collaborate, but it takes time to talk and that's a funding resource too.

And finally, I think collaboration, I've said it, it is a joy, it is the area that we need to develop further, but let's also be honest about some institutional tension; that we are sometimes in competition and it needs an honesty and a basis of trust, to actually work collaboratively in that environment too.

Thank you.

Personalised learning: Putting the vision into practice

Viki Muller, Assistant Director, Children and Young People's Directorate, Suffolk County Council

From the beginning Suffolk planned from where we wanted to be in the future.

All schools were included in the Extended Schools programme from 2004, acknowledging that many schools across the county were already delivering some aspects of the core offer.

The directorate wanted to move to a locality focus and we had just organised this on a community cluster basis, usually a combination of 2 or 3 school pyramids.

We decided on the appointment of 18 Extended Schools Development Officers, these were 'owned' by schools but managed centrally. Central management included responsibility for training and performance management.

From the beginning we concentrated on the development of clear agreed plans with joint funding.

Ownership was increased by devolving budgets to clusters for joint decision making.

We provided a comprehensive training and development programme for Headteachers and governors, as well as the multi-agency TDA workshops.

The barriers we faced are illustrated by the slide. [see page 33]

From the schools perspective the barriers were identified as follows

- WHY? Why this agenda?
- WHY US? We have enough to do focussing on standards and the difficulties are within other agencies and organisations
- WHERE'S THE MONEY? School's were unused to having the finance available to determine and commission local services

And the current perceived barrier

- WHAT HAPPENS IN 2008?

The most significant organisational barriers were breaking down the 'silo mentality' and asking people to re-engineer the way that services were planned, developed and delivered.

In a large rural county like Suffolk the influence of transport strategies and in particular schools transport meant that significant numbers of children and young people were unable to access services even if they were offered by the schools and they had to be on the school bus at a specific time. We have a number of rural transport pilots planned for September 2007 and have already developed more flexible ways of offering extended services.

Unlocking the potential of locality commissioning has enabled schools to plan a flexible offer within their cluster and avoid duplication.

Multi-agency approaches have seen the development of school based counselling and health services, to name but 2 examples.

The focus within organisations has developed from the agency centred approach to joint problem solving and shared ownership across a locality. Within one town a multi-agency summer holiday programme offering targeted and open access activities, significantly reduced anti-social and criminal behaviour. This work won national community awards and recognition from the local police force.

The extended School Development officers have focussed on bringing people together to broker local solutions, establishing co-operative working, ensuring a co-ordinated approach through planning and budgeting and developing collaborative partnerships.

They have produced a range of publications to support this work and established effective local service directories for use by staff in local organisations and agencies as well as the information available for children, young people and their parents or carers.

As we move into the final year of the current funding round we are working more closely than ever with the school improvement teams. Cluster plans are linked to school development plans and extended services are an expected part of every school's offer. Extended school's officers are asked to contribute to the county monitoring programme.

We are exploiting the synergies with other programmes and drawing down funding from a range of sources including

- School Improvement budgets – with 'Parenting Support' as a priority
- Sure Start General Grant – both revenue and capital
- Personalised learning
- Intervention grants
- Computers for schools

And many more.

We are working hard to ensure that the services we are developing will become sustainable

- through mainstreaming some of the innovative practice
- developing the cluster co-ordinator role and function
- ensuring inter-agency working becomes more commonplace
- promoting workforce development
- by matching the Every Child Matters Outcomes to the core offer
- continuing the TDA training workshops and
- and where possible linking our work to the agendas of other services and agencies. For example the Early years and childcare team and the childcare offer.

We had a clear view of what we wanted the future to look like and throughout the cluster planning, development of cluster programmes and delivery of locally determined services we will also keep our eyes on the 'standards agenda'.

Viki Muller's PowerPoint slides

Suffolk's journey

2004 → 2008

Schools	Why?	Why us?	Where's the money?	What happens in 2008?
Organisation	Social care Education Transport Health	Cluster steering groups and budgets	Multi-agency approaches	Modern directorate
Ownership	Me My agency	Joint ownership	Shared responsibility	ECM outcomes
Extended schools team	Communication	Co-operation	Co-ordination	Collaboration

Personalised learning: Putting the vision into practice

Aidan Prior, Director of Educational Links, Steljes

I just want to talk for a few minutes about a new venture that we've been launching ourselves, since over the last year or two, and it does, we believe, have some relevance to personalisation.

Mobile learning is beginning to be the term that's used, but just like personalisation, these terms aren't always the most helpful, so it's probably worth just defining what we certainly understand by that, at the moment.

Mobile learning, in the way we've run it in pilots so far, is about children having their own small, portable computing device, whether it's a mobile phone, a PDA type device, or something a bit larger, it's theirs. They get to take it home, they use it at school, and it's theirs for a year or two years. Sometimes their parents might contribute to the cost of that device, sometimes not. And what does it do? In effect it's a mini-computer. It also has a camera, it has a voice recorder. Sometimes it might have GPS technology within it, so it can be used outside of school or for fieldwork projects and so on.

And the other bits of the equation, technically, are, the Internet at home, so that any child can access what they need, while they're at home, and in some homes this device might be the only computing device, or there might not be space in the home for a laptop or a desktop computer; there isn't a spare room; the child does sit, working on the sofa at home, and that's the only space they have. And then we're also talking about wireless technologies, both within in the classroom and, in a few experimental projects, community wireless or 3G, where a child, basically, has access to the Internet or any content or materials that are on it, at any time.

Now within the school environment, safety's already come up from David Hassell and Becta; some schools do have filtered Internet access and there are issues around safety that do need to be looked into in more detail. But what's really exciting, is that in the early projects some of the people who've been targeted, obviously, most successfully, have been those we've talked about, about dropping-off, in Sue Hackman's pen pictures this morning. It is the kids who are disengaged; it might be the traveller communities who could be helped in some other way, to access learning in the way they need to access it, while they're not always at school. So, in the early projects, the really big successes have been with the kids who've begun to be disengaged, even at primary level, for example, a little lad in Wolverhampton who was, at one time, on the special needs register, no one quite knew why, who started reading Dickens on his PDA and had a folder called his Juicy Words folder, where he saved all the words he really liked that he hadn't understood before. Because when you hold a word down on a e-book, a dictionary meaning comes up, and he'd saved those dictionary meanings and he'd saved those words, and he started using it in his long-written work, which was, you know, to his teacher, quite astonishing. He suddenly came out of himself, effectively, and became an engaged pupil again.

The point at the bottom, the digital divide is something that, you know, we're not very proud, are we, of the learners in this country, we're letting down at the moment, and if you look in socio economic terms, we're especially letting down those at the bottom. The digital divide is a big issue. Wealthier families do have computing at home, they do have resources that they can provide for their children. And what these devices do, and every child in the classroom has it, is to close that divide and make sure the teacher can set homework that might require the child to access the Internet, for example.

But as we're talking in this section about putting the vision into practice of personalisation, what people are concerned about with ICT, can be the cost. The early projects we're involved with tend to be clusters of schools or a primary and secondary who are looking at issues in transition, or, often, demonstration projects that are informing BSF and that might form a part of an authority's larger effort within Building Schools for the Future. And there are several authorities who have 50,000 or more learners in their plans, with a personal device within two or three years; certainly in Essex, in a cluster of authorities around Edinburgh and elsewhere, so these are going to be very substantial projects in time, and will be ubiquitous, and we don't need to think about these devices as being extraordinary. They are ordinary for the kids, they really are, and we're talking about digital natives, as if every kid is remarkable with computing.

There are several good sources, there's one from Futurelab, also this report from Demos on their space, which starts to put some shape on who these digital natives are, and they're not all remarkable with ICT, they're not all geniuses, some of them are; a lot of them are quite ordinary people, in some cases, no better than we are at using technology. But, the point is, it's their space, it's their work, they do things at home that are quite remarkable, and sometimes the work the children have done at home, on these devices and then brought into school, has stunned their teachers and their peers.

What's also possible is a degree of peer to peer work. There is some work we're doing with Professor McFarlane from Bristol University and a Professor from Chile, from Santiago, where pupils are grouped into three's by the computer and

working in three's and it forces them to collaborate and it forces a stage of discussion that normally is missed out. Why do you think that, supporting your answer? And reaching a group conclusion, and then it randomly asks children to speak out and to represent the group view.

So what does this mean? Well we think it's exciting. We think it's sustainable, if it's built in the right way. At the moment the technology is too expensive. By the time it comes down to £150/£200 a device that lasts a couple of years, it's not a lot, if you think about the power it brings. It's the authenticity of learning that's so exciting at the moment. It's the child interviewing their grandparents about their experience of the Second World War and bringing that into the classroom, rather than reading a text book. It's using the device on a fieldtrip and every asset that they take, every photograph, every note they take, is recorded in a 3D map exactly at the place they took it, to when it's played back in the classroom on a whiteboard, they can talk through their day on the fieldtrip, and it really was their day. So we think it's extremely exciting. It's something that we all ought to know exists and is building some momentum, and we do believe it's going to give the right kind of power, into the children's hands, to take advantage of the kind of learning that they really want to get on with.

Peter van Gelder:

Aidan, thank you very much. Well we've had an interesting technological approach now.

Aidan Prior's PowerPoint slides

Mobile learning = Positive result

- Increased attendance & improved behaviour
- Extended learning experiences – beyond the classroom
- Learners as authors, publishers and critics
- Disengage students improving in reading and writing
- Mobility supports prolonged absences from school
- Supports collaboration and communication

- Combats the Digital Divide: for many learners the device is the **ONLY** device their family will have access to

steljes™

Mobile learning = Personalisation

- Personal device motivates and engages learners to learn at their preferred style and pace irrespective of age and stage
- Teachers changing their practice – offering greater choice and diversity aligned to individual learner attributes and interests
- Personal ownership affecting relationship between the learner and their learning experiences

- Collaboration and communication possibilities – peer to peer, peer to teacher, peer to expert, peer to parent

steljes™

Steljes ambition for mobile

- **For learners** - Improved learning experiences and better results
- **For teachers** – more effective training and support as pedagogy is evolving
- **For parents** – involvement in and ability to support their child's learning



Personalised learning: Putting the vision into practice

Mary Crowley MBE, Chief Executive, Parenting UK

Parenting UK is the national umbrella body for people who work with parents. We inform support and regulate the sector. If you are planning to work with parents you should join. www.parentinguk.org.

“The most important influence on a person’s level of self-esteem are their parents: once parents have had their say, little else in life is able to modify the opinion of self thus formed” Prof Nick Emler Joseph Rowntree Foundation The Costs and Causes of Low Self-Esteem 2001.

Schools which wish to engage, inform and consult parents, will in many cases find the new approaches such as email, text and blogs invaluable but some parents will still need phone calls and face-to-face meetings.

Parents who are less positive about school can be reached in some cases by voluntary sector organisations or by training local parents to carry out the consultations. Parenting UK can help schools to get in touch with voluntary sector organisations or can train the parents. (www.Parentinguk.org)

Fathers can sometimes be the forgotten parent can ; children benefit from father involvement; it is worth considering how to ensure that both – or more – parents are kept informed and engaged and are consulted. Timing of events; checking of names and addresses can help. Children often know the names and addresses of their parents!

Providing family learning can offer a low threshold entry point for some parents.

Extended schools are also expected to provide or signpost parents where help is needed with the parent-child relationship. If using local voluntary sector providers, remember they do need to be paid – voluntary means not-for-profit, not volunteer! If schools are planning to deliver the help in –house they need to be sure that whoever is providing help is trained for that purpose to work in a way that meets the National Occupational Standards for Work with Parents. To be trained for work with children is not the same. Also that a range of support is offered. Many parents would rather die than attend a group. The offer needs to include one-to-one home or centre based support, drop-in, telephone, leaflets DVDs- and groups for those who are ready. It is worth the trouble; we know that:

“Parental involvement in the form of "**at-home good parenting**" has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups .”

*2003 Prof Charles Desforges with Alberto Abouchaar
The Impact of Parental Involvement, Parental Support and Family
Education on Pupil Achievement and Adjustment: a Literature Review DfES Report 433*

Personalised learning: Putting the vision into practice

Clarissa Williams, National Council member and Vice President elect (May 2007), National Association of Head Teachers

Good morning everyone. I've just looked at the personal biographies and mine looks terribly shallow, I'm sorry; I must have done it in a hurry. I have been a Head Teacher for 22 years and I'm speaking to you wearing two hats. One is a head teacher, first, and the second is my role in the NAHT, which to me are quite compatible.

My school is in Kingston-upon-Thames, bang on the A3, so you can't hear yourself think or talk; it's very hard for the PE Department teaching. The school is a non-selective school of 1400 youngsters, 350 in a mixed sixth form, so the boys have quite a nice time, and we have specialist technology status, a Foundation School as from next week, and a school that is a leading-edge and training school, so a school where a lot happens and I'm proud to be the Head of it.

So, let's see if I can press the right button, because although we're a technology school, I don't know how to work it really very well. There we are. *Putting the vision into practice.* [see slide page 42] I actually thought that personalised learning was probably one of the best things that a school could adopt. When we wrote our specialist technology bid we put that at the heart of it, because we said that was a framework which we wanted to adopt. So we had to talk about a shared vision, and I'd have to say, that two years on, we haven't got a shared vision yet, but we have adopted David Hargreaves' one of the nine gateways, which have been further developed into the concept of deep learning. I don't know about you, I've got a huge pile on my desk saying, "*Waiting to be read.*" And sometimes it gets put away in a box at the end of term, never read. I use the train and the plane to do my reading, but I still can't keep up with it. Anyone else feel the same? And now, of course, the important word on that slide, I think, is the Emma Sims concept of deep learning, which is that student learning is '*transformed,*' and it's that transformation of learning that I think is key.

Now, in my school we're just moving towards sharing. The School Council has been involved, we've got a very [transcript gap] School Council, it appoints the staff, it does all sort of amazing things, and so we've got a booklet coming out, *Personalising your Learning*, and that's the front page for our booklet, which will be launched in the autumn term. It's gone through its three phases now; the governors have looked at it, the children ... we have a Saturday detention once a month for the youngster that can't come to school on time or who are truant. And at the Saturday detention, it's like a club, it's the same ones every month, so I got them to read the booklet and they were really quite plain about what they thought, so in fact, that's reflected in what the naughty ones tend to say. But that's the front page, you will probably recognise David Hargreaves' category and we added curriculum and enrichment. Enrichment isn't in there, but we've added that, because we feel the enjoyment aspect is key, and in fact, it's going to be mandatory for our youngsters to show how they enrich their learning, through the activities they take on. So that's the model that we've adopted.

Now making the model work; well it must be part of new learning culture to which all stakeholders subscribe, and when I say all, we have to mean all. The students need to have knowledge and understanding of what it means, and we have to work with that. The active role in shared responsibility as learners, I heard a speaker earlier; we are concerned that youngsters are passive, and if you go back to the last slide, we talk about personalising your learning, not personalised learning. So it's personalising, is very much an active verb and that's why we like that. And, of course, all subject staff have a part to play. It's interesting how some subjects say, "*We can't really contribute,*" and that doesn't hold.

So how do we make it work? Parents need to be informed and involved. So we have to do more than just putting it in the newsletter. We're going to have to find ways of involving them. The provision we have must have balance, coherence, sadly lacking in our schools, with all the tensions that we have to work; and a synergy that bounces off one against the other. Maximum inclusion guaranteed. I then the government, we'll come to funding in a moment. But I think that group, a school like me, which is a secondary modern, because Kingston is selective, the large chunk of our youngsters is what you deem to be average, and, you know, these youngsters do brilliantly, huge value added. We've got a wonderful gifted and talented programme, would I really worry about that bulk in the middle, Miss Average, or Mr Average in the sixth form. So I think we've got to be able to do a lot more, that personalisation is for all youngsters. So there's a genuine entitlement for all to pass through those gateways and, of course, we've all said to the government, time and time again, that if you want youngsters to go through gateways, sit their tests and so on, when they're ready, that will impact on league table publication, and they're going to have to address that. They seem very reluctant so to do. And the benefit being, of course, that the true personalisation for all will deliver and support the Every Child Matters agenda.

- So resource implications – well my school is disgusting, it's falling down, the sixth form's been condemned, the building; we've got temporary buildings all over the place, no playground and we're going to have to go and look at creative ways of getting a decent building.
- Virtual learning environment – we're really big on that. We got really excited about something called *Moodle*. Don't ask me about *Moodle*, I just know the name, but everyone's very excited about it.
- Continuing professional development – essential, because teachers have to deliver, particular for the vocational. Our teachers have been de-scaled, or in certain ways we must work there.
- Flexible access and all those other people that need to be on-board, as part of the Extended Schools – I needn't read those.
- The last one is dear to my heart. Serious EBD – our school's got its share of youngsters with quite serious behavioural difficulties, and how we work with those, and last night we had some [transcript gap] guys thinking with our governors about the kind of building we want, and we actually put a therapeutic unit for EBD youngsters on our site, and that's our dream, is to have youngsters who will have that, have their therapy, but then be able to go into the curriculum, as and when they're able so to do.

Now, funding – we've had too often as separate bundles; a little bit here and a little bit there, and I think that militates against sustainability. That's what my school got, I understand, from my budget last year and this year – 33,000 through a sub-formula, plus £35,000 from the Chancellor's Budget. How did you get excited with the Chancellor? When Gordon's announces his budget and his little bit of money every year, I immediately ring the local authority and they say, "*It's already in.*" Because he's ever so good at announcing it again and again, have you noticed? So the Gordon Brown money is always in the pot already. He just uses his budget to announce it again.

So, if your budget's £5.7 million, like mine is, that's actually quite a negligible amount for something called personalisation. I think we've got to see all our budget, as the personalisation. And if you get £3,000 per child, or £4,000, it's what we do with it that really matters, in terms of every youngster, but we do need a more generous per pupil amount that we can plan for all our students, not just those with [transcript gap]. And I think what the government's done, I might be wrong, but I think they've put personalisation as that bit of money for the one to one tuition for those youngsters who need. We'd want to do that anyway, there's money comes through different ways. It's the whole more generous per pupil amount that we want.

Now if you looked at the speech our Director sent out, and just with an annual increase up until 2010, then a slow-down, since the rate of increase slows-down that we've had since 2000. And this is the cash value we're promised, £6,600 per student. Now if you get excited, that includes building and all school services, so I'm not quite sure if we should too excited, as to what that will be expected to pay for.

There's a figure I've seen, and I need to double-check this; 47% is given over to educational spending. We've had 47%, which means 53% has gone to everything else. I don't know if that includes Higher Ed as well. So we're going to have that percentage is surely going to have to increase, if we're going to really have that sustainability for the Personalised Learning Agenda and all these wonderful things we've heard from the people already.

There are some examples of effective models, but I have to say, our secondary Head Teachers are withdrawn from clusters in Kingston. We are tired of going to meetings, where it's about doling out little bundles of money, so we don't go, and we want our own cluster, and our Director is currently discussing that with us.

Extended Schools are seen to have to become self-financing; that's not realistic, unless the overall funding is increased substantially to underwrite permanent support services. And our most vulnerable youngsters, we cannot be allowed to put on breakfast clubs, or whatever we do for our vulnerable children, and then chase around every year thinking, where will the money come from? It's got to be in the pot and it's got to ... if breakfast clubs are good for youngsters, we've got to have them every year. Vulnerable children don't go away next week or next month, they're always there. And we can use the cluster for the greater efficiency, because I think a lot are buy-back and so on. And we can certainly maximise our resources, much more effectively, if funded directly and at the front line. I sit on our School's Forum and I'm rather tired of money being put into Cluster Managers, family support workers, who actually have to share six schools, where you get your family cluster work, perhaps, on a Thursday, when in fact you need a family worker every day of the week, because our most vulnerable children tend to go off most days, sometime and need someone to talk to. So I think the front-line needs to have

it. And if we get it at the front-line, we would accept, I think because we're used to it, a need for accountability and a business plan model, because we can prove that it works.

Thank you very much.

Peter van Gelder:

Clarissa, thank you very much indeed.

Clarissa Williams's PowerPoint slides

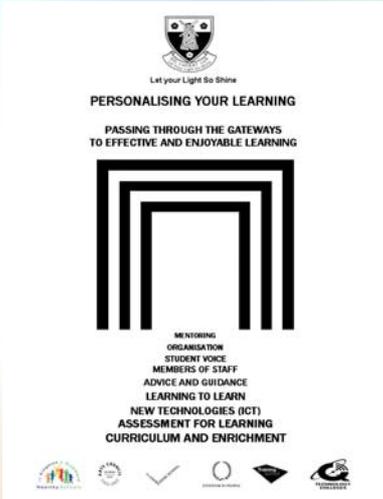
PERSONALISED LEARNING - THEORY INTO PRACTICE

Clarissa Williams Headteacher
Tolworth Girls' School & Centre for Continuing Education
Kingston upon Thames

Member of NAHT Council, Vice President Elect
March 28 2007

PUTTING THE VISION INTO PRACTICE

- ❖ Need for a unified shared vision of what Personalising Learning is
- ❖ David Hargreaves is generally acknowledged as coming up with a definitive framework for education
- ❖ This has been further developed into the concept of Deep learning
- ❖ ie conditions of student learning are transformed. (Emma Sims)



Aim - to ensure that every young person embarks on a learning programme which includes access to all 9 gateways

MAKING THE MODEL WORK

- ❖ Must be part of a new learning culture to which all stakeholders subscribe
- ❖ Students need to have the knowledge and understanding of what it means
- ❖ Students take active role and shared responsibility as learners
- ❖ All subject staff must contribute to enable all youngsters to pass through the nine gateways.

MAKING THE MODEL WORK (2)

- ❖ Parents need to be informed and involved
- ❖ Overall provision must show balance, coherence and synergy
- ❖ Maximum inclusion guaranteed - the gifted and talented, the so called 'average', and those with SEN
- ❖ Genuine entitlement for all to pass through the gateways, at different stages and degrees of readiness. NB impact therefore on assessment and league table publication
- ❖ Benefit- True personalisation for all will deliver and support the ECM agenda

RESOURCE IMPLICATIONS

- ❖ Buildings fit for purpose
- ❖ Creation of VLE in all schools
- ❖ Continuing Professional Development - teachers and support staff
- ❖ Flexible access and approach - terms and conditions of service for staff
- ❖ Extended services essential in terms of support - good quality careers guidance, paid mentoring for some, voluntary for others, counselling
- ❖ Health service partnership and support
- ❖ Family support workers
- ❖ Attendance and Outreach workers
- ❖ Youth workers
- ❖ Social Services collaboration with schools
- ❖ Specialist support for those with SEN, including those with serious EBD

FUNDING

- ❖ Funding in separate 'bundles' is not the answer, militating against sustainability
- ❖ Currently 2006-2007 my school received £33,000+ through personalised learning sub-formula plus £35,000+ (Personalisation) from Chancellor's Budget
- ❖ 2007 - 2008 £68,000+ plus £58,000+ (Personalisation) from Chancellor Overall budget share is £5.755,000+
- ❖ Instead, a more generous per pupil amount would be best, with expectation that the school can plan for all its students, not just those with SEN, which appears to drive personalisation in eyes of politicians.
- ❖ Chancellor's latest budget anticipates annual increase up until 2010 -2011, but significant slowdown since 2000.
- ❖ Promise that each child will be funded at cash value of £6,600 by 2010, but this includes building and all school services.

- ❖ Schools have benefited from 47% (allegedly) of total educational spending
- ❖ This percentage will surely have to increase substantially if schools can deliver the personalisation that we would want for all children, not just the most vulnerable
- ❖ Unnecessary bureaucracy hinders progress and adds to cost of provision
- ❖ Some good examples of effective models, although cluster arrangements and the endless meetings to discuss doling out small amounts of funding is wasteful
- ❖ Extended schools are seen as having to become self financing- this is not realistic unless the overall finding per pupil is sufficient to underwrite permanent support services, shared with others in a cluster perhaps for greater efficiency
- ❖ Schools can maximise resources much more effectively if funded directly and at the front line although accept need for accountability and a business plan model

Personalised learning: Putting the vision into practice

Questions and comments from the floor

Peter van Gelder:

Well we've heard five very distinct perspectives on the issues involved in putting the vision into practice. I think it'd be quite interesting to look at some of the linkages between what the various speakers have had to offer, but first of all, as we're running a little bit short of time for questions and comments from the floor, can I ask, is there anybody who'd like to make a point or ask a question?

Jo Bedingfield:

I'm from Volunteer Reading Help; it's an England wide charity that, I'm making a contribution about the way the voluntary sector is involved in personalised learning. Because the way that our charity works, we train volunteers, people in the local community, to go into primary schools and read with the children, twice a week for half an hour, and we find this is a very effective way of addressing the group of children that don't, necessarily, have a special educational need, but they're falling behind at school, for all kinds of reasons. A lot have problems at home, you know, maybe their dad's left home, and they're just in danger of really falling behind. And what our volunteers do, take in a box of books and games and the children select what they want to read. And, you know, going back to the issue raised earlier, about getting children motivated, getting them interested; what we find is, getting and having that one to one attention really works for a lot of children, their confidence really goes up. We find, when we ask the teachers, that their reading ability also improves and so that, a little time out of the classroom, which sort of integrates very well into the school day, has been a very effective way of making sure a certain group of children don't fall behind and, often, they go back into the classroom with greater confidence and it's a real helping hand. And using volunteers in that way is a very simple and cost-effective way of addressing those children's needs.

Peter van Gelder:

Thank you very much. Before I ask the speakers to say anything, is there anybody else with a point to make? Mary, I noticed that you were talking about volunteering as well, as being important, and I think that was the question that I had, was also about the way ... we've heard various distinct perspectives, but I'd be interested in who has to do what? Clarissa, you were talking a little bit about the way that the different groups that we've had represented, the students, the teachers, the local authorities, need to be brought together, and I just wondered whether we had anything that we could say about how the various different stakeholders in these issues can work together, in the best way? Maybe I could start with Aidan, if you've got anything to say on that.

Aidan Prior:

What's been interesting about some of the pilot projects in mobile learning has been the number of parents who've actually turned up for the evenings to discuss the objectives and the possibilities of the project. So, schools where 35/40% of parents sometimes turn up have seen 85/90% turn up, and schools where there are quite substantial challenges socially, 85% of parents have made contributions towards the cost of the units. So it's more about pulling them in by something. It maybe temporary, in terms of an effect, we don't know yet, I don't want to overstate it, but certainly for the time being it's really engaged and brought the parents further into the school, and because their kids are taking something home, where they're seeing the work they're doing during the day, there's the possibility of them being more engaged at what's happening in school as well.

Peter van Gelder:

Thank you. Joan, what's your experience there?

Joan Sjøvoll:

I think the key, in my experience when I think about this, is for all of the stakeholders to actually have a common purpose, to share the imperative for why they should come together, because unless that's there, that driver's there, then you can meet [transcript gap], or you can meet some tension around the table, when you're talking about moving forward. And I think once there's that clear understanding of why it's worth meeting, then you can stay the course, because you do need stamina to work collaboratively. You've heard my colleague say about the time, a meeting time, and that you've really got to believe it's going to make an impact and that you're all wanting the same impact and the outcome, in terms of the young person, to actually stay the course, because it is difficult to sustain a programme of collaboration across all stakeholder groups.

Peter van Gelder:

Thank you. I'm sure that local authorities will have a central coordinating role in this?

Viki Muller:

And they do, and as I say, through pulling together the TDA workshops, the multi-agency workshops, we started by asking Head Teachers to identify, as some of Sue Hackman's figures, who weren't quite going to make the grade and had already had intensive education support, within the classroom, and to say, what else did they need and to bring that to the Multi-Agency Forum and begin to look at some of the issues that individual children and young people were facing; that were there barriers to learning?

Peter van Gelder:

Mary.

Mary Crowley:

I was thinking that the Children's Trusts are expected to have voluntary sector input and that those voluntary sector organisations perhaps have the capacity to enable, also, the recruitment of parents onto those kinds of decision making groups. The trouble with recruiting parents, it's very easy to get the usual suspects, those kind of, the vocal parent, who tends to be the parent for everything, and again, the voluntary organisations can be asked, perhaps, to try to identify other parents, but they also do need a bit of training to be effective in anything as frightening as a Children's Trust Group.

The local parenting strategies, which all local areas now have to develop, I think will also be helpful in creating a more coordinated planning strategy, which will involve the parents.

And the last time I spoke, I forgot to give our Web address; I'm sure colleagues would've worked out as parentinguk.org, but it's quite helpful for following-up anything I may have mentioned.

Peter van Gelder:

Clarissa, is there anything else that you wanted to say?

Clarissa Williams:

I'd just like to reinforce coherence. I don't know if you've found this, but the youngsters who are more vulnerable, often have enormous numbers of people or services involved with them, so I think there's a key worker, and someone preferably in the school who can actually track to and match up what that youngster needs, at that time, to the right person, and someone who has that overview is crucial, otherwise it just goes off in lots of directions and the youngster feels, I think, sometimes quite overwhelmed, as do their families – we've got to be very sensitive to that.

Peter van Gelder:

Well coffee beckons. Could I ask you to join me in thanking our panel? We'll reassemble in 20 minutes. We were told, during the keynote presentations that our second Chair for the day, Andrew Pelling MP, has

been taken ill, sadly, he's got a back problem, but we are very, very fortunate that Mike Gibbons from the Innovation Unit has very, very kindly agreed to step in as Chair in part two. So we'll look forward to Mike taking over the reigns again at about quarter to 12. Thank you.

Session Chair's opening remarks

Mike Gibbons, Chief Executive, The Innovation Unit

Well ladies and gentlemen can I welcome you back to the final sessions. If you'd all like to take your seats and we can begin.

I'm unexpectedly chairing this, as you've gathered, but I will do my best. I might have worn a tie if I'd known I was going to chair, but some modern politicians don't wear ties these days, so maybe this is the new trend.

But welcome back to, what's a fascinating session, I think. I think the two crucial things in English education at the moment are appropriate leadership and making sense of personalisation. And I felt that David Hargreaves really reminded us, this morning, that personalisation is a different thing from personalised learning, and what we're talking about here is, as Sue Hackman said at the beginning, transforming, methods, technologies, ideas and customer centred focus, from other sectors into our own education sector.

I also think we're in a world where the roles of agencies, schools, government are changing fast. Those of you who know Charlie Ledbetter's work on 21st century society will note that he talks about, us "*... moving from a system where the centre administers the system, to the centre animating the system, and allowing lots of lateral transfer of knowledge,*" which is what we've been having this morning.

I also think it's terribly interesting when one looks at some of the ambitions of people like David Miliband, for the role of government in education. He talked about, us "*... moving from a national system locally administered, to local systems nationally supported.*" And I think we gathered from Sue and from the individual speakers, about the wish to acknowledge the contribution that people in the front-line and in other agencies make to the development of policy, as well as the centre and our politicians. And in order to get this right, I think we have to accept all sorts of first stabs at personalising learning and at changing the school system, and I think we're in a very, very interesting transitional period now.

We've heard some inspirational educationalists, Head Teachers and others already today, and now we're going to listen to some of the other major players, I think, in terms of curriculum design; in terms of publishing and educational work in that way, in terms of the universities; there's TDA, all with crucial parts to play in developing, not just personalisation, but in developing the new educational system that's emerging as we all speak.

We're running a bit behind time, so whilst there has been very kind and gentle chairing of sessions one and two, we're moving into a firmer mode for this session, because we have to leave, by 1 o'clock, these lovely premises. So our speakers have exactly four minutes each and behind me, or in front of me, is a large digital clock, which allows me to do timekeeping, without seeming to do so. So, without anymore ado, Sue Horner from QCA, can I invite you to have your four minutes worth of fame?

Developing personalisation: Assessing and monitoring individuals, measuring success

Sue Horner, Head of Curriculum Development, Qualifications and Curriculum Authority

Good morning. One of my jobs in the last 12 months has been to lead the Secondary Curriculum Review, so I've been fully involved in trying to develop a new curriculum for secondary, which is challenging and inspiring and flexible and coherent, but I've not been invited to talk about that today.

I'm going to talk about assessment, which may, indeed, offer slightly less obvious connections with personalisation, but I will do my best to talk to you about how I think the assessment, which is currently the way we have national curriculum assessment, I'm not going to talk about qualifications, relates to and can be developed more into a personalisation and a personalised system.

So, what I'd like to do is take you through some key principles of assessment, and this first one, I think, has been underlined by more than one person. Sue Hackman did talk about, how far assessment, which is national expectations can be personalised. The key is through assessment, integrated in to teaching and learning. The evidence suggests, and Ofsted and others say, that this isn't particularly well done, at present. We have some routines that are customary in various places, but that the use of assessment to move children on, to identify progress, and I don't mean the more informal assessment for learning, particularly, but the more formal assessment of learning, we do need to get better at this kind of assessment, for effective teaching.

Assessment systems must be fit for purpose. Quite a lot of what I'm going to say will fit around these two principles. Somebody hinted about whether the test data was sufficiently robust. I think that I would echo what Sue said, which is, it's about as robust as any system ever gets, and that doesn't mean to say that it is a 100% in every case. But the systems need to be fit for purpose and, therefore, we need to be clear about, are we talking about measuring a national system, a national progress, or are we talking about individual pupils and their progress? Now that kind of clarity we need to develop, and the techniques need to be developed to reflect those kinds of purposes.

Nevertheless, national standards are an entitlement for learners, teachers and schools and so we need, and indeed, the national curriculum expectations offer the basis for widespread in understanding of what progress looks like. And that progress is integral to national expectations of education. At a national level we can, as Sue was demonstrating, identify some of the kinds of pupils that need help and support, and we all, as tax payers, need to see the results of national investment in education and that comes partly through assessment.

I have three slides just to reassure you, and I will go through them fairly quickly. I want to give you a characterisation of the current system, as we have it, for national curriculum assessment.

We've got, essentially, a system where the standards are largely understood through test scores, and not particularly about the [transcript gap] of pupil's achievements as they move through school. So that's one of the aspects that we need to be thinking about, if we're going to personalise it; how do we understand assessment and standards better?

We've got dominant assessment techniques which are specific events, rather than part teaching and learning, and the high value assessments are at the end of stages, which don't then, necessarily, move the individual pupils on – which is what I was saying about the difference between national data individual pupil data.

And thirdly, we tend to have a system where assessments are seen as reliable, because they're external to the school. They are externally set and marked and that's why they're all right, in one sense. Expertise is excelled to the classroom and the school system and there's a separation of day to day into national standards. Currently we work very hard to make that system meaningful for individual progress, but it's quite an effort.

So let's think about the future, and I've tried to do this by personalising it to the sorts of things teachers might say, and pupils might say. So first of all, what teachers might say.

We need a system where teachers can understand national standards, operationally, in detail what, as Sue was outlining, what kind of links are buried in, for example, level description; that they can recognise learning and achievement in the classroom. So formal assessment systems are integrated into daily classroom expectations, and that seems to me, one of the [transcript gap] that would really make personalisation work in assessment terms. And so that the teachers can use that

knowledge about their pupils in their planning and the key, pupils make faster progress than they would have done otherwise.

Another part of that is that those expectations are shared by teachers, across schools and within schools across year groups, and that there are school systems and assessment experts that support that kind of judgement.

This is the pupils:

“My teacher gives me feedback which helps me.” And that variety of evidence that a pupil can offer for learning, is another thing that goes on in classrooms day to day, and teachers need help with recognising the evidence, which might be visual, it might be written, it might be oral, it might be through action; there is a whole lot of evidence of learning that we need to be able to build-in to the evidence that is accredited and recognised, for assessment purposes, and, again, beyond the classroom, a pupil will then be clear that their family can help them, as we’ve heard once or twice talked about today, and that there is no problem within the transfer systems.

I’m moving to my last slide very fast.

So, to get that kind of personalised focus in classrooms and in pupil’s and teacher’s heads, what do we need to do? We need to have effective strategies and assessment, based on a broad range of evidence, linking day to day, periodic and final assessments, and using teacher’s full knowledge of what pupils can do. This will need to be supported for teachers with training and by support of various sorts, so that we have confidence in the standards that are being applied, that teachers can feel confident that they’ve got the right kinds of standards, and that, therefore, stakeholders, also, understand what’s being said.

We will need banks of tests and tasks, with mark schemes which represent standards, for teachers to support teachers, and coherent policies on how they can be used, how national priorities are built-in to local school policy and then having the system sitting behind that, so that part of the ... and one of the ambitions would be, for all teachers to see assessment as one of the major feathers in their crown. Assessment as one of the things you really have to get your badge for, if you’re going to get on in a profession, and that will mean that we would then have an assessment system, which would be flexible, but also coherent.

I’m going to stop at that moment.

Mike Gibbons:

Yes, well done! Thank you very, very much, Sue. A model of clarity and brevity.

Sue Horner's PowerPoint slides

 Qualifications and Curriculum Authority

Key principles of assessment

- Assessment is integral to teaching and learning
- Assessment systems must be fit for purpose
- National standards are an entitlement for learners, teachers and schools
- National standards are integral to national expectations of education

 Qualifications and Curriculum Authority

NOW



National standards communicated through test scores

Teachers reliant on short tests for evidence of achievement

Dominant assessment techniques are specific events rather than part of daily teaching and learning

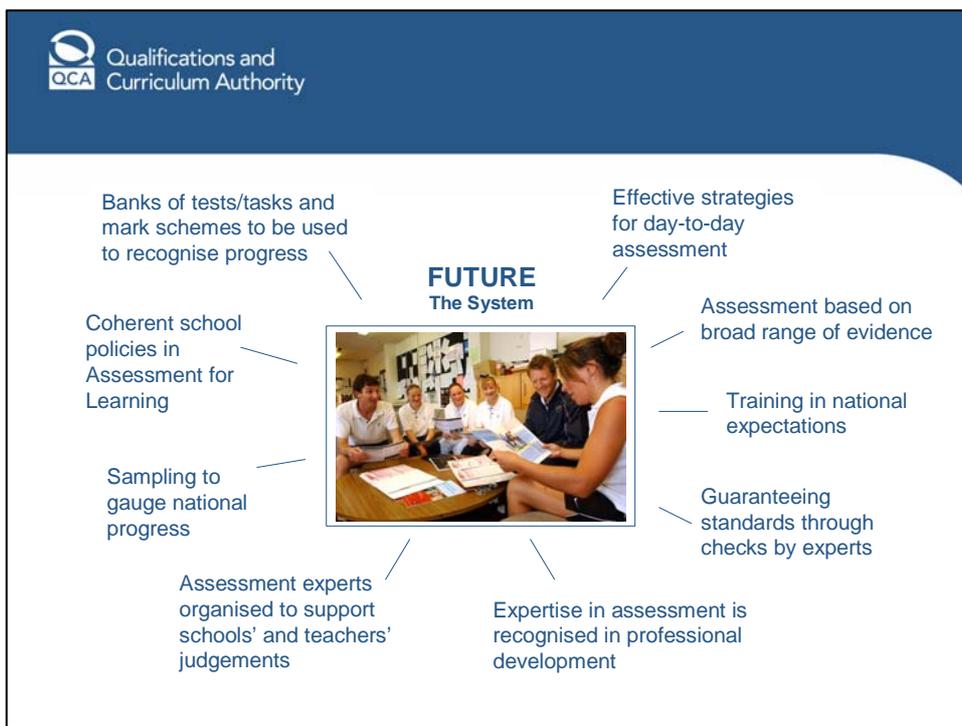
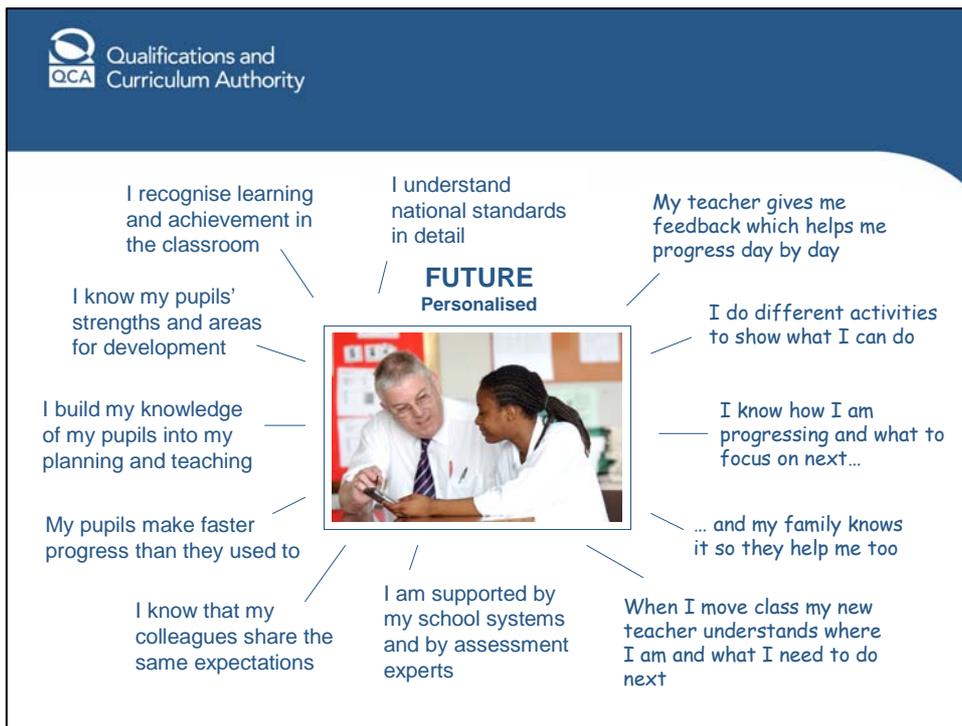
Progress is articulated through numbers (4, *a/b/c*, 5)

High value assessments at the end of stages, not useful for individual progress

Assessments seen as reliable because external to the school

Assessment expertise external to classroom and school systems

Separation of day-to-day assessment from national standards



Developing personalisation: Assessing and monitoring individuals, measuring success

Pauline Bullen, Deputy Head Teacher, Tonbridge Grammar School, Kent

Mike Gibbons:

Can we move now to a school, and can we invite Pauline Bullen, the Deputy Head Teacher from Tonbridge Grammar School, to speak to us now? Pauline.

Thank you. I'm very grateful to my Head Teacher colleagues, who've gone before me today, because they have very ably given you the big picture. What I want to do, and this is part of my daily activity in school, is to shine the spotlight on what is happening in our classrooms.

I'm particularly privileged in working in a selective grammar school; girls, all the way through the school, mixed in the sixth form. It definitely is the upper quartile of ability, and well over 90% of our student population are registered with the National Academy of Gifts and Talented Youth, but if we really, really believe in personalising, as we do, that actually is quite broad-brush for us, and because we have got such able and gifted students, we have to be very specialised in the way we personalise. We really do believe that we are preparing the future leaders and leadership and development of leadership is key to the way we engage with our students throughout. So, for us, it's absolutely essential that our explicit dialogues that we have, in classrooms, really stresses the need to move from surface, from superficial, from content, from basic factual recall, that kind of thing, to what we mean by deep learning.

The three main ways, in terms of what goes on in the classroom, that we're trying to achieve this, are through some of the gateways that David Hargreaves has already spoken about, and Sue has just spoken, at length, about assessment. We believe in assessment for learning, but how do we make that happen? What does it look like? Hopefully, I'm going to give you a little snap-shot of that now.

Student voice, again, jargon, what exactly is that? What does it mean? I can tell you what it means for us in our school. Learning to learn, and how we put our curriculum into a very flexible format, we hope, to try and meet the needs of our particular students.

So what does assessment for learning look like in our classrooms? I'll give you a moment to read through the slide. There is no quick fix. We have been working on assessment for learning, understanding it, trying to embed it; for three years it's been in our development plan. We're just beginning now, I feel, to get real coherence across the school, across teacher's understanding and, of course, students, as a key part of this. So we are doing a lot of the controversial, risky, practices, like not giving marks for work, not telling students where this fits, in terms of the grade, but let's just focus on the particular skills that you're trying to practice in this activity; what do you need to do, to get better at doing that? So we frequently have that conversation.

We recognise that, even in our school, where we've got, you could say, they're all very, very clever, they, indeed they are, but we have sub-groups and we have got to personalise further and further, drill further down. So the idea of all our lessons plans should be those things that everybody must do, those things that some of you should do, and those that some of you could do; so all the time, stretching, building-in the challenge.

Student voice, I said earlier that we believe we're building the leaders, we're growing the leaders of the future. Student voice, this is really, really key to everything we are doing. We see ourselves, in terms of professionals and teachers, as co-learners with our students and we involve them wherever we can.

We have, quite recently, I mean student councils have been around for a long time. We have, in the last year, really tried to push this forward. We involve students in evaluating teaching and learning, asking them what they think; how could we do things better. They observe lessons, they're on interview panels. We involve them in lots of projects and initiatives that we do with our wider community, on our outreach, so presenting at showcase events, the teachers taking the back role, really. This very much reflected in classroom practice. A lot of what we say is, move away from teacher led; the teacher doesn't have all the information and all the content. Throw it over to the students. Use the students as teachers. There are tensions, which I'll come onto.

What do we mean by learning to learn? We mean a very, very open, user-friendly conversation about, how do I cope with my learning, when the going gets tough? Do I understand the barriers to that, and what do I do? We've done a lot of work,

using an online profile, helping the students and all the teachers do it too, understand the way that they learn and conditions to maximise their own learning.

We are moving away from the artificial chunks of the curriculum. Why must they do physics in one 45-minute slot, and then do French in the next? So we're really looking to integrate the learning. We've introduced the notion of enquiry based learning weeks, where there is a big question and they have to work their way through the puzzle, with teachers helping as facilitators, really. All of those things contribute to the way we are trying to get the children focussed on learning, but to develop, most importantly, a love of learning for its own sake. Now there is a lot of tension there, with things like national curriculum, assessment and so on.

This is how we've tried to adapt the curriculum. Lots of these you will be familiar with. I'm happy to pick up on any questions later if you particularly want them, but I'm very conscious of the time. So the tensions, I do feel need a brief airing.

We're in a school where we encourage innovation, where we encourage risk taking, for our teachers and our students, but, for example, in our flexible curriculum, we have a large number, 87, of our Year 11 students last year took AS Levels, alongside their GCSEs. In the Secondary Performance Tables that were published in January by the DfES, they did not include the students' AS results, so our GCSE, our end of key stage results, were hugely misrepresented, that does not provide an incentive to schools to personalise, in the way that we are all keen to do. The value added, well all of us in schools could tell you how we add value, but the methods they use to measure it, which is the premise upon which Ofsted comes in, an enormous tension there on the CVA.

A lot's been said today already about resources, the cost of maintaining IT. We are a mathematics and computing specialist school, we believe firmly in it, but it doesn't half drain our budget to keep it going.

School structures, I've alluded to already. We need to get away from the artificial chunking up on the day, for pockets of learning. We're really struggling with that one, but we are determined to crack it as best we can, for our students. I really would urge the government, to really try and understand how we're grappling with the tensions, in meeting the personalising agenda. We're for it, it's what teachers do all the time, but the structures aren't really helping us quite now.

Thank you very much.

Mike Gibbons:

Thank you very much.

Pauline Bullen’s PowerPoint slides



Tonbridge Grammar School, Kent






Putting Personalisation into practice

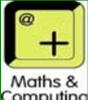
Moving from surface to deep learning

- Assessment for Learning
- Student Voice
- Learning to Learn
- Flexible Curriculum



Tonbridge Grammar School

Assessment for Learning






- Lots of professional development for staff
- Assessment for learning explicit in schemes of work and subject policies
- Comment only marking
- Traffic lighting
- Personal learning targets for all students
- Must/should/could in lesson plans
- Peer assessment/self assessment
- Displays and banks of exemplar work at different levels; students knowing what level they are on and how to progress to the next level
- Target NC Levels and Grades for all students



Tonbridge Grammar School

Student Voice






- Student council
- Student forum evaluates teaching and learning in all subjects
- Students trained to observe lessons
- Students co deliver INSET for staff
- Students on interview panels
- Students attend staff meetings
- Student questionnaires on whole school issues
- Students and teachers working together to maximise innovation
- Students review the SEF



Tonbridge Grammar School

Learning to Learn






- Ensuring students know how they learn best when work is challenging
- Key skills for learning identified in all subject areas
- Enquiry based learning weeks
- Curriculum suspended: PSHE/Enterprise/Teamwork days
- Outreach and enrichment programmes



Tonbridge Grammar School

Adapting the curriculum to facilitate deep learning

- KS3 down to 2 years
- KS4 over 3 years based on Mideyears IB model
- 3 weeks enquiry based learning for Year 7
- Planning afternoon for teachers – Triple X student activities – xplore, extend, expand
- Introducing ASDAN certificate
- Extending breadth of offer to 6th Form to increase parity for A level and IB students
- Revising schemes of work to prioritise investigative enquiry based learning
- Developing cross-curricular skill based projects








Tonbridge Grammar School

How do we meet the challenge of inspiring learners






Tensions

- League tables
- CVA
- Examination focus on assessment objectives
- Resources
- Ofsted
- School structures

Developing personalisation: Assessing and monitoring individuals, measuring success

Graham Taylor, Development Manager, nferNelson

Mike Gibbons:

Can we move now to nferNelson, and have Graham Taylor?

This title here, *Assessment, learning to love the unlovable* was a slightly compromised title I was forced to adopt by the Marketing Department in nferNelson. What I really wanted to do was, I wanted to call this *I love tests*, and the reason I wanted to call it *I love tests* is because this, I hope exactly four minutes worth, will be devoted to why we should start feeling differently about them and why we're just starting to persuade teachers to start feeling differently about them and how vital I think they are, in terms of the Personalised Learning Agenda.

There are a bunch of reasons why tests in the olden days, and the olden day's means sort of last week, were not well loved by most teachers. I mean you think it's the students that are complaining, it's actually, as often as not, the teachers themselves. For one thing, they're associated with [transcript gap] results, you know, there you go, that's your score, that's it. You would be lucky if you got any kind of feedback at all. It certainly wouldn't be personal to you as a teacher in that class and that school, it would just be some sort of generalised feedback. There was really little guidance to be offered. I mean if something went horribly wrong and a group of kids just did unexpectedly badly, you were quite possibly none the wiser. And even if there was some sort of feedback, by the time it had gone off somewhere, been dealt with and returned to you, it was kind of too late to make any impact on the lives of those students in that class and that year. And that kind of typifies what test results used to look like, in a sort of metaphorical sense.

Here is a bunch of kids, and because this is from a real form, which I will show a lot more of in a sec, all that anonymised stuff represents us just disguising the real names of the kids. So there we've got a group of kids, took some kind of test, and somebody came top and somebody came bottom, and I dare say, the kid that came top, tends to come top in things and the kid that came bottom, tends to come bottom in things. Hooray, what shall we do with that information? We'll shrug our shoulders and go, "*All right then.*"

One of the problems was, that it was just not realistic to delve into significant analysis of tests, it just wasn't possible. You didn't have the time, it would be a hand-woven experience, as often as not, there wouldn't be, you know, need quite a lot of staff to do it, it would involve a lot of time and it would involve a lot of money, and so tests became, essentially, a burden, a milestone, an obstacle to be overcome, some sort of dreaded thing that happen in a certain week, at a certain time of the year and we just had to bear with it and hope for the best. And the other sense that that implied was that tests were just there to judge the students, and because there was no analysis, because there was no understanding, there was no compassion, there was no insight at all, into how those individual students might have fared.

Many teachers, I think, would sometimes feel, you know, last year was fine, what happened this year? They would fail, students would fail mysteriously. They had no idea really quite what went wrong; what did happen to that child on that day? They had no idea, and of course, in a sense, they themselves had failed mysteriously as well.

So what is it that's going to make teachers feel a little bit different about assessments? Well, what kind of things might they have to offer? Well, the first thing is, of course, that they have to help students, I mean there's a novel idea that the function of the assessment is to actually make the students' life better. The other thing that is always welcome is that, in some way the assessment is going to save time, not be a cause of time usage, as we prep for it and so on, but in some ways, save time – how on earth can that be true? That they recognise the multifaceted aspect of people that they recognise that they have different strengths and they will excel in a much more granular way in the whole; they're good at science, they're bad at English, whatever. They go well beyond just telling me that I'm wrong, and if the end result is that they make us better teachers, and if you can get all of that kind of information fast enough for it to make some difference.

In this regard computers are our friend. Time to have a new attitude to the IT Department and time to have a new attitude towards ICT and assessment. So, what can we say that's obvious about the assessment? Well, of course, you get the same rigorous results as you would with paper and pencil, it makes less mistakes and so on, that's sort of obvious. Yeah, of course, you'd expect it to deliver something very, very quickly; so computers, they do things fast, don't they, hooray? But really it's about the ability to bring a lot more diagnostics to the test results. I mean it's really about insightful reporting that's going to achieve all those things we just saw on the previous slide. It is about the power of the diagnostics. I used to be asked a lot, in the world of the assessment, about, is it all multiple choice, is it this, is it that? That's not the most important question. It might be a multiple choice or it might be some stupendous video footage, interactive or whatever but it's really about the data that you get at the end – this is what actually matters.

So with that, I'm going to devote the rest of my time to this graph here. Now I don't have a mouse pointer, so I will do my best to illustrate what I mean in practice. This is the real report; you just saw a little snippet of it earlier on, and I don't know how readable it is, but let me just quickly take you through it.

This was, for real, a KS2 Science Assessment given by a school, for real, and they had recently covered, off from the national curriculum, materials questions, they covered the stuff on scientific enquiry and so on and so forth, all programme of study references.

So in those last four columns on the right hand side, for the sake of the argument, let's assume that they were a lesson, a lesson designed to meet some programme of study reference. And as we go down, obviously, we've got our anonymised users and so on.

And so, just as we start to unpack this, just one KS2 test, not supposed to be anything spectacular, because we have that kind of data, here's some things we can say about it.

Now, I apologise if this is difficult to read, it will be in the handout materials later on, so you can study it at your leisure. But you'll see, and I'll have to describe this geographically, the red oval in the bottom right, there, that was a lesson on scientific enquiry and I think the teacher was really proud. They had lots of slopes and things, going down slopes and measurement and all that kind of stuff, but actually the scores were quite poor for most of the kids; well maybe it didn't actually go in. So maybe that scientific enquiry lesson didn't work as well as I thought it did, even though everybody really loved it.

So cut the data another way. Top three scores, yes, there's our kids that we may want to devote some kind of separate or specific attention to, because they've done consistently well across most of the areas. Look at the second column in the oval that's extending top to bottom; there's a lesson in which everybody did quite well. Something about that lesson was very successful, let's repeat it; let's use that material, that overhead, that whatever it was again, you know, next week. I know that that worked well, I know that I met the requirement of that area of the curriculum and I was successful.

And just to start relating this kind of analysis, which is talking about groups within in the class, you can see a child there that is in the blue left to right at the bottom, or towards the bottom, and, again, when you've got a chance to study this in detail, you'll see that they're sort of, they're a child that's a bit up and down. They're not really at the top of the class, not really at the bottom. But as you start to go through the data, you see that they really responded well to the life processes and living things lesson. So what was it about that that they responded to? How can I understand them, in such a way that I give them more of whatever was successful? Now, I over interpreted one simple report from one simple test, but that starts to be saving me time, as a teacher, helping me focus on what kind of groups I really need to set up; which lessons worked, which lessons worked for which children, and now I'm starting to personalise things and now I'm actually having my life improved, and so that's why I say, I love tests.

Thank you very much.

Mike Gibbons:

Thank you very much. All that from a mark book, very, very good, really interesting.

Graham Taylor's PowerPoint slides



I ❤️ tests: Learning to love the unlovable

Graham Taylor
Development Manager, nferNelson



The problem with traditional tests

- Summative
- Feedback concentrated on the mistakes
- Students and teachers were given little guidance for improvement
- Any guidance was usually received too late to make an impact

One reason not to like tests ...

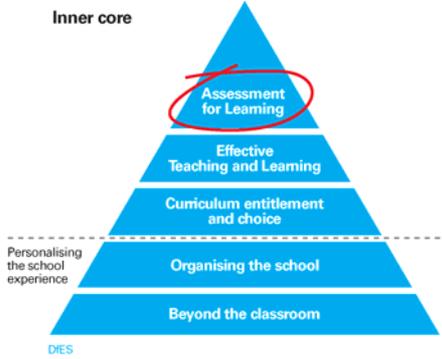
Pupil Name	Age at Test (yrs.mths)	Raw Score and percentage										Merit Order	
		10	20	30	40	50	60	70	80	90			
anonymous_99995 user	10:5	43											1
anonymous_99984 user	10:9	41											2
anonymous_99976 user	11:0	40											3
anonymous_99986 user	10:8	34											4=
anonymous_99973 user	11:2	34											4=
anonymous_99985 user	10:8	33											6
anonymous_99970 user	11:4	32											7=
anonymous_99977 user	11:0	32											7=
anonymous_99987 user	10:8	31											9
anonymous_99994 user	10:5	30											10=
anonymous_99979 user	10:11	30											10=
anonymous_99971 user	11:4	29											12
anonymous_99983 user	10:9	28											13
anonymous_99992	10:7	26											14

Analysis used to require time (and money)

- As a result, few educationalists sought analysis
- Tests were there to judge students - finally, absolutely and without compassion or understanding
- We could fail *mysteriously* as a student ...
- ... and as a teacher



Assessments can make a difference



- If they help students
- If they save teachers time
- If they treat people as multi-faceted
- If they don't just tell me I am wrong
- If they make us better teachers
- If they can be analysed quickly



Computers are our friend





Personalising tests using e-assessment

- Delivers the same rigorous results as paper and pencil tests
- Results are automatically delivered seconds after the tests are complete
- Thorough and insightful reporting that's instantly available, empowering teachers to act immediately on results
- Delivers detailed, diagnostic reports that highlight areas of strength and need



Something that helps teachers

Science KS2 2002 Tier 3-5 Test A - Basic Student Group Listing													
School: Anonymous School			Group: Anonymous Group				No. pupils: 17						
Pupil Results sorted by Raw Score													
Pupil Name	Age at Test (yrs mths)	Raw Score and percentage			Merit Order	Current Level	Previous Level	Level 3 Score	Level 4 Score	Level 5 Score	Topic Scores		
		10	20	30							40	50	60
anonymous_99895 user	10.5	43			1	5	92%	94%	80%	85%	100%	80%	78%
anonymous_99884 user	10.9	41			2	5	85%	81%	85%	69%	100%	79%	89%
anonymous_99876 user	11.0	40			3	4A	100%	69%	80%	85%	92%	71%	78%
anonymous_99886 user	10.8	34			4=	4B	100%	69%	50%	77%	85%	50%	67%
anonymous_99873 user	11.2	34			4=	4B	92%	69%	55%	77%	100%	50%	44%
anonymous_99885 user	10.8	33			6	4B	92%	69%	50%	69%	92%	50%	56%
anonymous_99870 user	11.4	32			7=	4B	85%	69%	50%	62%	92%	57%	44%
anonymous_99877 user	11.0	32			7=	4B	92%	69%	45%	62%	77%	64%	56%
anonymous_99887 user	10.8	31			9	4B	92%	56%	50%	62%	92%	43%	56%
anonymous_99894 user	10.5	30			10=	4B	92%	50%	50%	77%	77%	50%	33%
anonymous_99879 user	10.11	30			10=	4B	69%	50%	65%	54%	85%	71%	22%
anonymous_99871 user	11.4	29			12	4C	92%	50%	45%	77%	85%	36%	33%
anonymous_99883 user	10.9	28			13	4C	92%	50%	40%	62%	85%	43%	33%
anonymous_99892 user	10.7	28			14	4C	77%	36%	50%	46%	69%	57%	33%

Hmmm. Need to make sure they are being stretched. Also may tend to split them up when we work in groups and see what effect that might have on the others

Well looks like that lesson on Scientific enquiry didn't go as well as I hoped. Maybe all the experiment kit was actually a distraction for some of them?

Really responded well to the life processes lesson. Obviously really understands well when we deal with practical things. Maybe I need to get him doing some more hands-on activities

Wow! I thought that lesson had gone well. Must use those materials for my next group. At least that's one thing that really seems on target.

Developing personalisation: Assessing and monitoring individuals, measuring success

Stephen Miles, Course Leader, KS2/3 PGCE English, School of Education, Bath Spa University

Hello.

I've read the *2020 Vision* report several times now, and find a great deal of it very interesting. I think there are three aspects of the personalisation agenda that will impact most on trainees and trainers, and on the wider teaching profession in terms of development:

1. Measuring pupils' progress – the further development of AfL in the classroom and in school culture.
2. Teaching and learning strategies – understanding how children learn. What does it mean to personalise your teaching?
3. Curriculum entitlement and choice: school and workforce reorganisation.

But today I only have four minutes(!), so I'm going to focus on the first - measuring pupils' progress.

Trainees who come back to University after their first school placement report that for them, the single most significant lesson they learned was how important it was to know their pupils. They *didn't* have that when they started; they didn't know how pupils learned best, what they could or couldn't do, what they already knew or didn't know, or what circumstances from outside affected them and impacted on their learning. After a while, they learned to cope despite not knowing, as teachers can, but that initial feeling is very telling, I feel, because it agrees with much of the report's view, that teachers need to know their pupils as learners and as people to be able to teach them well.

Assessment for Learning, for me, is a way of taking that 'knowing' and sustaining it and making it a powerful tool for learning – and that's why AfL is far and away the most positive initiative of the past ten years. The way I interpret it, it focuses trainees absolutely and correctly on objectives and outcomes for every lesson they plan, and that focuses them properly on pupils' *learning*, rather than on task- creation or class management, which is what they would be pre-occupied with otherwise. AfL helps them to remember that pupils learn in different ways and build that into their planning.

But I find that when they discuss objectives in schools with assistant heads and advisors and the like, this notion of learning *objectives* – the heart of purposeful learning - unfortunately becomes confused very often with numerical *targets*, a very different beast altogether. Because targets are by no means the same thing as objectives, and as often as not they work in the opposite direction – working against personalised learning completely. A prime example of this is the now universal division of national curriculum levels into mini-levels, which was never intended, and which makes no sense. It means nothing for pupils' learning, but everything to graph-makers and league table statisticians, fuelling the now widespread pressure for half-termly numerical assessments in schools, that contribute to making our children the most assessed in Europe (and the most instrumental in their view of the purposes of education).

Thus, what I really welcome in the report is its sense of the beginning of understanding about the difficulties that a *not-personalised*, one-size-fits-all national assessment system (that is not designed to help teaching or learning, but simply to ensure accountability) creates – *and, for me, this is the indisputable heart of where the personalisation agenda will succeed or fail.*

The report comments, for example, on the general lack of recognition of those who don't get a C at GCSE and how this discourages further study: this is a massive point, and the report is utterly right to highlight it. But in classrooms up and down the country right now, with final exams nearly upon us, many, many teachers in Year 11 are focusing their energy precisely and almost exclusively on those kids that *might* get a C, and have all but given up on those that won't - and don't care that much any more about those who definitely will. Because like football managers they're in the results business, except that the results the government looks for are the wrong ones.

The report also recognises, quite correctly, that focusing on 5 A*-C as a measure of a school's success hides underachievers and reduces challenge on the secure achievers. Shifting the focus to *every child's* progress *could* really help this and may help to 'narrow the gap between different groups of pupils' but *not* unless it's matched by a realistic rethink of national assessment and reporting arrangements.

The report also correctly highlights as a massive concern those ‘20%’ who ‘leave primary school without a solid foundation in literacy or numeracy,’ but again I know of many, many Year Six teachers, pressed by their heads, who have left those 20% to quietly vegetate with an LSA since February or before, because they won’t get level 4, and the teachers need to focus on those who might.

I often find myself saying to trainees, after I observe a lesson, ‘yes, you taught those well, but what about these? Those that had their hands up answered well, but what do you know about those who didn’t?’ The question facing policymakers is how do you make *those children* matter again?

Because in a system that judges school performance, and therefore teacher performance, overwhelmingly on blunt-edged national results (in poorly-conceived tests designed only to produce numbers that can be judged against targets, rather than using forms of assessment that aid learning), the teacher’s focus, from trainee to NQT to Head of Department, is all on getting the C and getting the level 4 – not about giving them enjoyment or taking risks or being creative...

Which, by the by, is the reason behind the damning and tragic evidence from the international PIRLS study quoted in the report which shows that ‘children in England were less likely to enjoy reading than those from other countries.’

The report recognises this implicitly in a number of ways – it recognises, for example, that metacognitive and affective ‘skills and attitudes’ – wanting to learn and being able to learn – are given ‘relatively little weight’ by current assessment models. This is sadly true. Pupils learn from the current state of education that being a good learner is far less important than passing exams, that risk-taking is far less valuable than copying, and that creativity counts for nothing compared to knowing the assessment criteria. And the vision of good teaching implicit at the report’s heart – that of the educated professional, taking responsibility for his or her pupils’ learning, in a creative, adventurous classroom - we can still see this all over the country, but much less frequently in classrooms near exams – which is, increasingly, all the time.

‘At the heart of the personalisation agenda’ the report states, ‘is the belief that better outcomes will be achieved if users become participants and share a sense of collective responsibility and achievement.’

This is about pupils, but I maintain that it must apply to teachers too: they need to be trusted again, if personalisation can ever be anything but empty rhetoric.

This isn’t a call for a free-for-all, or for a return to the past, nor is it the voice of cynicism, but the voice of the overwhelming majority of teachers and trainees who desperately want to be creative, challenging and personal in their teaching, but find themselves hijacked onto a depersonalised and demotivating target-factory production-line by a misguided and myopic system of assessment and a false and anti-educational idea of ‘accountability’.

If the personalisation agenda is to work, then the practice must match the theory - it must be open to schools and teachers to *personalise* it, and to personalise all the policies and assessments that impact on their pupils – it’s them, after all, rather than the policy-makers, who know their pupils and their schools!

Developing personalisation: Assessing and monitoring individuals, measuring success

Dr Michael Day, Executive Director of Initial Teacher Training, Training and Development Agency for Schools

As the 15th person to speak today on personalisation, I will confine my remarks to setting out six key challenges for teachers, the wider school workforce, and those who train them:

- Teachers need to know how to work better as part of a team – and often lead teams – incorporating a wide range of professional expertise. This involves working closely with others to deliver the ECM outcomes as part of overcoming barriers to learning;
- Much more emphasis is required on skills around coaching, mentoring, facilitation and leadership;
- Developing teachers' skills in assessment for learning is central to personalisation, and in particular its use in designing learning programmes to address individual needs, and in the use of ICT;
- Teachers will require stronger skills in working with young people to set their own learning goals, take more responsibility for their learning, and to act as facilitators, to help young people achieve their goals and monitor their progress;
- Workforce modernisation will be an important factor in delivery - teaching assistants have a key role in personalising pupil's learning, as part of the team;
- We need stronger research and development work to support innovation, particularly in the pedagogy of personalisation, and how advances in our understanding of the brain will shape teaching and learning strategies.

Developing personalisation: Assessing and monitoring individuals, measuring success

Questions and comments from the floor

Mike Gibbons:

Thank you Michael. A round of applause for all our speakers, I think.

I'd like to thank you, both for the excellent points made throughout those presentations, and for the self-discipline shown in all those presentations, because that now leaves some time for members of the audience to contribute, in terms of questions and points. So who would like to begin to interrogate what we've just heard?

Here we are. You have a question. Would you say who you are and address your question, either to an individual panel member or to all of the panel members?

Jimmy Stewart:

I'm Jimmy Stewart from C2k in Northern Ireland. To start with, I'd probably like to reinforce the challenge that was led down by David Hargreaves, earlier this morning, about curriculum. We often talk about the foundation of teaching and learning being built on a foundation of two pillars, curriculum and assessment, where we see curriculum really as content, classification and knowledge and so on, but I think if we were to look at a curriculum that was more focussed on skills, we would see, actually a blurring of the boundaries between assessment and, what we traditionally think of, in terms of curriculum. And in many ways, what would happen then is that we would pull together activity in the classroom that would be, almost, continuous in the context of it being an element of assessment. If you think of, I suppose, our work in the development and the way in which we play games, for example. Games are all about testing yourself. Children love games. We all love to watch *Who Wants to be a Millionaire*, we are all interested in the quizzes and so on that are on the television. Everything, in many ways, that involves us in assessing our abilities, our skills, our knowledge, is of interest to us and children have that inherent in them all the time, they want to play games, they want to test their abilities. And if we could break our curriculum down to, in many ways, a leaner, meaner machine that was much more focussed on the skills that we're trying to develop in a 21st century world, then I think we could see assessment becoming a natural element that is very much more personalised.

But I would throw out a challenge, in many ways, to the publishing industry and the software industry, in respect of that; in that there is a lot being produced there, in the way of very effective, very attractive material that is being used by young people, as part of their learning experience in the classroom, but underpinning that, there is very little diagnostics. I've looked at lots of content, lots of games that children like to play in the classroom, but they become part of a practice activity and then, as a separate activity, you put the child into some form of formal assessment system. Whereas, if the content developers could actually build below their content effective diagnostic assessment, then that information would feed out naturally from the practice that was happening in the classroom. So that would be one challenge to one member of the panel.

The other thing that, again, interested me today about the whole focus on personalisation, is that we have to separate that from individualisation of activity. Virtually all good practice now in the classroom involves collaborative activity. Children work in teams, we work in teams. We use those teams as a way of developing children's strengths and allowing those strengths to contribute to the whole and the whole tends to be better than

the individual activity. And it was interesting to see in Pauline's slides that she had mentioned in one line, *peer assessment*, and I feel that there is a real requirement for us, to actually look at ways in which we can assess collaborative activity, much more effectively than we do at the moment. We tend to allow children to collaborate, but we never really look at how they contribute to those collaborations and use that as part of the assessment of their abilities. So I think that's another challenge for the assessment people on the panel.

Mike Gibbons:

Thank you very much indeed. A number of points there. I'd like to go to you, Graham, first on the publishing industry, then Sue, could we go to you on the skills and the curriculum? And Pauline, you might like to say something about peer assessment. Graham, would you start us off?

Graham Taylor:

I think my answer is really just to recount a brief piece of history in all of this really. It's completely true to say that, those publishers that you associate with content that you might use in the classroom, have always regarded assessment as a secondary role and we're probably talking a few quiz questions here and there and so on. And I think that's because assessment is not just a matter of thinking up a few quiz questions, it is about the validity of those questions and what they're designed to measure and so on; so often it is, in that sense, a specialist task, if it is to yield the kind of value that I was trying to indicate. There's a series of diagnostics you can use to change your teaching style, or what lessons you teach when. So I think it's up to the likes of us to engage with a wide variety of content providers, to try and bring the bit that we do well to them, and all I can tell you is, commercially and on every other level, including where our enthusiasm lies, that's absolutely what's going on at the moment, so I recognise the point and I think there's a historical explanation for it, and I think it's up to the likes of us to engage and make it no longer true.

Mike Gibbons:

Very encouraging, thank you. Sue, would you like to say something?

Sue Horner:

On the matter of skills; certainly in the Secondary Curriculum Review that we've just been [transcript gap] to get on there and answer our questions and give us your views. We have given quite a high profile there to the personal learning and thinking skills and the first developed skills, associated with personal development.

In terms of assessment, I think it's more interesting to think about what kind of assessment are we thinking that we might be wanting to recognise for pupils there. Informal assessment, because it helps learning and it helps children move on and it helps them to operate, with the material that they're working with, absolutely sure about it. Not so sure about formal assessment recognition. You've got some certification, I think, going on. We need to think hard about how we value that, how we make that foregroundedly important for pupils, but not necessarily wrapping it up into another whole set of apparatus for a national system. I think I would feel anxious about that at this point.

Mike Gibbons:

Thank you. Pauline, would you like to say something about peer assessment?

Pauline Bullen:

Yes. Peer assessment is an area which is very, very interesting and we've had a lot of debate about it in school. On a functional level, it's actually very useful for students to manipulate their assessment criteria themselves, so that they really understand how they themselves are going to be tested, but have that benefit, but that's operating in the confines of the system, which we're not terribly happy with anyway. However, the more developmental side to peer assessment is, coming back to what you were saying about skills. The

automatic response of most students, even the most articulate and very bright ones, is to straightway say, “*Okay, what content are we testing here?*” To get to look at what are the skills, which we’re actually trying to quantify, opens up a much more interesting debate. There is a real lack of the way that one can somehow quantify development of oral skills; there’s an awful lot on written, but we do the International Baccalaureate Score, alongside ‘A’ Levels and that has a big emphasis on students being able to stand up and speak, in an articulate fashion; and how do you develop that talent? So, it’s very time consuming, the whole thing. And one of the biggest problems we have with teachers is, “*Well I haven’t got time to do peer assessment,*” you know, I might as well just take them in myself and mark them, because it takes too long. There’s an incredible learning to be unlocked, if we really get this one and try and work with it. But the students are the biggest contributors, really, you have to try and get them onboard, and it’s difficult for them to see the benefits early on.

Mike Gibbons:

Thank you very much. Do we have another question?

Chris Nash:

Chris Nash from Steljes. It seems to me that the biggest concern, at the moment, seems to be, if we adopt an approach of personalised learning, or we allow our pupils to have more control over their learning paths; the real concern is, how do we then come and assess these children, in terms of the progress they’ve made? We started off this morning with a very exciting and interesting approach to how industry has adopted personalisation, and how, as consumers, we perceive our success as being when we are able to make our own choice, individually, for our own personal benefit, and if we can select our own shopping and we can select our own TV channel, then we have a personalised route. And a lot of the talk that’s been done today is about an imposition of a curriculum onto our pupil population. My interest is much more, in terms of having the pupils have much more say, have much more control in selecting their learning paths, and what would be the outcome of those events if the pupils are determining, more, where and when and at what point they have access to their learning? And does the panel think that the biggest hindrance to adopting the personalised learning agendas is the fear of how we will then assess those pupils, in terms of their progress?

Mike Gibbons:

Okay. Is that a shared fear or anxiety? Who would like to pick that up?

Stephen Miles:

I’d agree completely. I think the point I was trying to make before was that, I think that the reported national assessments that we have, are the bluntest instruments imaginable, for assessing all the things that you want to assess, and there’s the things that assessment for learning brings out really clearly, is that if you sit down and talk to pupils about the assessment criteria that they’re going to be assessed on, how dismayed they often are, if they’re articulate pupils, by the limitations of those criteria. Many of the things that they feel that they value and they want to have value, for example, the so-called soft skills, for example, their commitment to learning, their ability to learn, their ability to learn in teams and collaborate, they don’t see those recognised in the very limited criteria of tests. And it’s being able to open up those things. It says somewhere in the 2020 Report about, how making mistakes is a crucial part of learning, but of course, you can’t make mistakes in your GCSEs, because that could change your whole life, then we run the risk of a generation of pupils, as somebody said this morning, who see exams as very instrumental and they should see them as the liberating culmination of their own personal development, I think.

Mike Gibbons:

Thank you. Anyone else?

- Dr Michael Day: Yes, just briefly. I mean I think it's an interesting question and, for me, it raises the issue about whether or not we're talking about personalisation and student choice, in terms of the process or learning or the outcome of learning, and I think we've that the two presented this morning; whether pupils should be deciding what it is that they should learn and what the end result of their education should be, or whether we are, as a society, fixing what the learning outcomes should be for children, at the end of education and we're working with children on them deciding how they're going to actually achieve those outcomes, through different routes, which might involve ICT, it might involve group work, it might involve all kinds of different classroom practice. And I think there's a big issue there for us to discuss, and certainly from where I'm sitting, we're working very much at the process, than the outcome, but clearly, for Sue, it's much more about the outcome than the process, I think.
- Mike Gibbons: Thank you. We have time for one last very quick question on this session, and we have someone over here.
- Katie McDowell: I'm Katie McDowell from The Whitehouse Consultancy. This is a question for Stephen, but perhaps other panel members have thoughts as well. Obviously, you talked quite a lot about a need to focus on this learning and progress for all children and especially to target those invisible children who are sort of being missed out, and to move away from the blunt target system. I'd just be interested to know what your thoughts are on the making good progress and the progress pilot that the Department's doing at the moment.
- Mike Gibbons: Okay. There's a question directly to you Steve.
- Stephen Miles: The one that was presented earlier on today?
- Katie McDowell: Yes [transcript gap].
- Stephen Miles: Well that was the first I'd seen of it, but it did seem to me to be derived on the model of assessment that I think we should be moving away from. As I mentioned earlier, the QCA is assessing pupil progress, which is about finding out exactly what the strengths and weaknesses of individual pupils are, rather than, necessarily, given them a level, and using that as a springboard to help them make their learning, is a much more productive way to go, I think.
- Mike Gibbons: Thank you. Would anyone else on the panel like to make a remark on that?
- Sue Horner: I think the making good progress pilot has a real potential for using assessment kind of activities in different ways and for different purposes. It's got a lot of potential dangers as well, but I think that if we don't begin to explore some of the possibilities, as Sue's talking about, then we won't learn, we won't move on. So I think we've got to seize this opportunity to see what we can really make of it, and it has potential, I think.
- Mike Gibbons: Thank you very much for those questions.

A response from the Department for Education and Skills

Sue Hackman, Chief Adviser on School Standards, Department for Education and Skills

Mike Gibbons:

We're now going to move to a formidable task for Sue Hackman. As an earlier speaker said, we've had 15 speakers today, including Sue and Sue, you had the first word and now you're going to have the last word.

I had a moment of illumination when the speaker addressed the potential of ICT to personalise learning. He had just followed the moving contribution of the speaker on Gypsy Roma Travellers. Simply, I thought the answers were sitting next to each other. One instinctively feels that ICT has the power to help individual learners working remotely and at their own pace. I ought to say that the research to date is less than convincing about the power of ICT to drive up standards: we need to secure the evidence that it works. I also think we have some way to go in developing effective pedagogies for ICT, since 30 backs facing their screens is not a familiar scenario for teachers.

I was glad that we managed to discuss poverty. Despite our best efforts, the connection between poverty and underperformance is still strong. Money matters. The things that money can buy matter: books, a quiet place to work, visits to the theatre, computers, programmes, help when you get stuck (private tutors being the favoured option among the middle classes). And speakers rightly pointed out the importance of attitudes to learning. Our offers mean nothing if the child has no taste for learning. We must help to create an achievement culture in schools and homes.

But the thing that has struck me most forcibly about our chances of achieving personalisation is the impact of our own attitudes. Cynicism is the enemy. Negativity is the enemy. The future belongs to those who recognise barriers, acknowledge limitations and then get on to build the best future they can in the present. It's true that today's system has imperfections, but don't let that stop us. Sweeping away the current system wouldn't be wise. I remember teaching in the days before there were tests, or a National Curriculum or targets. Let me tell you, it was not an educational nirvana: personalisation was rare; prejudice and moderated assessment was rife; standards were static. Thank goodness there were teachers and heads here today to talk about the everyday successes that occur in classrooms. That's what gives me hope. I know that schools don't love everything the government does, but they do share a 'can do' attitude. Realpolitick, colleagues: If we focus on real classrooms, and work together, we can *evolve* a better future. It's what one always finds: where there are teachers and pupils, there is always hope.

Session Chair's closing remarks

Mike Gibbons, Chief Executive, The Innovation Unit

Well, Sue, thank you very, very much, that was a really excellent response to a very, very rich dialogue today.

And I think when you talk about the evolution of the system, I think we also want to recognise, together, that everyone of us is part of that evolution. And it's not just that every child matters in this debate, to do with personalising the learning, it's that every level matters, and that every level of interaction between the teacher and the family, between the school and the local authority, between the local authority and the government, all of that matters hugely, in order for us to get it right. And sometimes when people are criticising, it's not really criticism, it's, what I've begun to call, non-compliant responsibility; that people want to show they're taking responsibility for their area, but at the same time, want to show where they think the shortcomings are in other parts of the system. And sometimes that's not criticism, but it's an exercise of independence. We can't develop a system, can we, with so many autonomous goals, and so much power to the front-line, and then be hurt or be damaged when the front-line has opinions and has things to say, about this very important topic?

I think we should thank the Westminster Education Forum and its sponsors for giving us the opportunity to have this debate, about personalisation. And I'm sure the Westminster Education Forum will wish to continue this debate.

I'd also invite you to continue this debate with the Innovation Unit. One of major projects on next practice in education is on, how does one resource personalisation? Because one of the tensions in all new developments like this, is one thinks that these new things are an additional layer of activity, which have to have a separate funding stream; this is nonsense. What we've got to find out, is how we reconfigure our existing resource, and if schools and heads and governing bodies speak the rhetoric of personalisation, they've also to be able to use their own resources in a way which reconfigures the system, so that personalisation is part of a deeply embedded approach to the way education is reflecting the way the rest of society is going. So do follow that debate on the Innovation Unit's website, as well as through all the literature and the Forums that the Westminster Education Forum so successfully gives us all.

I would like to thank all the speakers today. I'd like to thank that willingness to share expertise, passion, enthusiasm and aspiration for leading beyond one's own institution and one's own boundaries, because almost everyone has wanted to help the whole system in what they've said, not just their own institution or their own agency, and I think that's a real signal of the collaborative spirit that is a broad in our system, in order to make it better.

But, Sue, I'd like to give you, particular thanks, as the speaker who started us off today. I don't know anyone on the national scene, ladies and gentlemen, who knows as much about the interaction between student and student, and student and teacher, and the interaction between teacher and school, and the interaction between school and local authority and the interaction between schools and government, as Sue Hackman does. And you saw the way she was able to populate every bit of that system with either an anecdote, or a piece of an analysis, or an opinion. And I think advice to the ministers is in safe hands.

So I'd like to thank all the speakers, but Sue especially, and then handover to Peter. Thank you very much indeed.

List of Delegates Registered for the Seminar

Sally-Anne	Saull	Managing Director, AoC NILTA	Association of Colleges
Martin	Johnson	Acting Deputy General Secretary	Association of Teachers and Lecturers
Anthony	Higgins	Deputy Headteacher	Bellerive FCJ Catholic College
Dorothy	Mountford	Acting Principal	Bilborough College
Kim	Dale	Assistant Head	Blackfen School for Girls
David	Hassell	Director of Educational Content	British Educational Communications and Technology Agency (Becta)
Jimmy	Stewart	Director	C2k
Nisha	Makan	Prime Minister's Delivery Unit, Education Team	Cabinet Office
Tim	Oates	Group Director	Cambridge Assessment
Claire	Ashton	Partnership Schools Coordinator	Capita Education Services
Iffat	Chaudhry	Manager, Education Development	CDEC
Tim	Emmett	Development Director	CfBT Education Trust
Jonathan	Cook	Director of Staff Development	City of London School
Caroline	Lenton	Sales Director	Crown House Publishing
James	Stevens	Senior Policy Advisor	Department for Culture, Media and Sport
Jo	Turner	Head of Arts Education	Department for Culture, Media and Sport
Mike	Gibbons	Chief Executive, Innovation Unit	Department for Education and Skills
Sue	Hackman	Chief Advisor on School Standards	Department for Education and Skills
Ella	Joseph	Strategy Unit	Department for Education and Skills
Michael	Lovett	Education Advisor, Academies Group	Department for Education and Skills
Johanna	Partridge	Policy Advisor	Department for Education and Skills
Shanti	Rebello	Assessment and General Qualifications Team Leader	Department for Education and Skills
Kate	Sturdy	Strategy Advisor	Department for Education and Skills
Laura	Twyman	Customer Insight Advisor	Department for Education and Skills
Judith	Grant	Head of International Strategy Division	DfES/DWP Joint International Unit
Nick	Fuller	Chief Executive	EdComs
Nina	Phillips	Senior Analyst	EdComs
Dr Ian	Gordon	Managing Inspector - Improvement and Teacher Education	Education and Training Inspectorate, Northern Ireland
Bob	Black	Head of School Learning Services	Education Development International
Joan	Sjøvoll	Headteacher	Framwellgate School Durham
Tariq	Isa	Sales Director	FrogTrade
Jonathan	North	Training Consultant	FrogTrade
Jessica	Pykett	Learning Researcher	Futurelab
Emma	Rees	Publisher	Granada Learning
Yvonne	Burke	Senior Advisor, Attitudes to Learning	Hammersmith and Fulham Local Education Authority

Jackie	Bawden	Head of Assessment	Harcourt Education
Nick	Canning	Education Advisor	HM Treasury
Tony	Foot	Head of Schools and Children's Services Branch	HM Treasury
Jonathan	Simons	Policy Advisor on Schools	HM Treasury
Jim	Belben	Publisher	Hodder Murray
Andrew	Pelling MP	Member, Education and Skills Select Committee	House of Commons
Paul	Rowen MP	Liberal Democrat Spokesperson for Transport	House of Commons
Professor the Baroness	Finlay of Llandaff		House of Lords
Professor Roger	Beard	Professor of Primary Education, and Head of School	Institute of Education, University of London
Alan	Goulbourne	Executive Manager, Vocational Learning	Learning and Skills Network
Sarah	Lane	Programme Manager, Vocational Learning	Learning and Skills Network
Ruth	Proslmeyr	National Secondary Strategy Manager	London Borough of Haringey
Stephen	Ellis	Development Officer for the Curriculum and Professional Leadership Services	London Borough of Wandsworth
Jane	Healy	Senior Director, Strategy	London Gifted & Talented
Elly	Hobson	Educational Programme Manager	London Gifted & Talented
Glenys	Fox	Principal Consultant	Mouchel Parkman
Diana	Batt	Honorary General Secretary	National Association for Primary Education
Kathryn	James	Senior Assistant Secretary, Education Management Department	National Association of Head Teachers
Clarissa	Williams	National Council Member and Vice President elect	National Association of Head Teachers
Andrew	Whittingham	Audit Manager, Education Value For Money Audit	National Audit Office
Kay	Lord	Executive Member	National PSE Association for Advisors, Inspectors and Consultants
Justine	Millard	Head of Formal Learning	Natural History Museum
Chris	Powley	Consultant	Nelson Thornes
Sophie	Carran	Marketing Manager	NES Arnold
Claire	Mitchell	Assistant Buyer	NES Arnold
Elizabeth	Allen	Headteacher	Newstead Wood School for Girls
Graham	Taylor	Development Manager	nferNelson
Lynn	Greenwold	Chair, Steering Committee	No to Failure Project
Jane	Harris	Virtual-Workspace Manager	Nord Anglia eLearning
Christine	Jack	Project Development Officer	Northern Grid for Learning
John	Plunkett	Head of Stakeholder Manager	OCR
Tim	Key	Head of Research, Analysis and International Division	Ofsted
Mary	Crowley MBE	Chief Executive	Parenting UK
Jean	Jackson	Group Marketing Manager	Promethean
Emma	Leacy-Jones	Product Manager, Student Response Systems	Promethean
Vivienne	Russell	News Reporter	Public Finance

Sue	Horner	Head of Curriculum Development	Qualifications and Curriculum Authority
Ian	Muir	Key Stage 3 Consultant Co-ordinator	Reading Borough Council
Chris	Jennings	School Improvement Advisor	Rotherham Metropolitan Borough Council
Belinda	Evans	ICT Consultant	Royal Borough of Kensington and Chelsea
Helen	Warner	Head of ICT Support Service	Royal Borough of Kensington and Chelsea
Emma	Woodley	Teacher Fellow	Royal Society of Chemistry
Amy	Ark	Development Officer - Education	Save the Children UK
Denise	Cripps	Managing Director	Scholastic Education
Stephen	Miles	Course Leader: KS2/3 PGCE English	School of Education, Bath Spa University
Jon	Sheridan	Local Authority Development Manager	Select Education
Russ	Payne	Senior Educationalist	Sherston Publishing Group
Claire	Austen	Corporate Communications Manager	Steljes
Eileen	Devonshire	Consultant	Steljes
Dewi	Lloyd	Consultant, Mobile Learning	Steljes
Chris	Nash	Consultant, Mobile Learning	Steljes
Aidan	Prior	Director of Educational Links	Steljes
Judith	White	Director, Training	Steljes
Viki	Muller	Assistant Director, Children and Young People's Directorate	Suffolk County Council
George	Wright Theohari	News and Resources Editor	Teachers Magazine
Kat	Fletcher	Leadership of Learners Strategic Co-ordinator	The Centre for Excellence in Leadership
Richard	Garner	Education Editor	The Independent
Katie	McDowell	Junior Consultant and Parliamentary Monitoring Coordinator	The Whitehouse Consultancy
Madeleine	Brettingham	Education Correspondent	Times Educational Supplement
William	Stewart	Reporter	Times Educational Supplement
Pauline	Bullen	Deputy Headteacher	Tonbridge Grammar School, Kent
Dr Michael	Day	Executive Director of Initial Teacher Training	Training and Development Agency for Schools
Mike	Hurley	Participation Officer	UK Youth Parliament
Jo	Bedingfield	Grants and Partnership Officer	Volunteer Reading Help
Kate	Griggs	Founder	Xtraordinary People
Piotr	Merkel	Business Development Manager	Young Digital Planet
Professor David	Hargreaves	Member, Teaching and Learning in 2020 Review Group	

Contributor and Westminster Education Forum Biographies

Pauline Bullen
Deputy Head Teacher
Tonbridge Grammar School, Kent

Tonbridge Grammar School (TGS) is a selective school for girls aged 11-16 and mixed in the sixth form. The School has a specialism in mathematics and computing and is the lead school in a Leading Edge Partnership Programme.

TGS selects girls from approximately the upper 25% ability range who come from a wide geographic area. 86% of all lessons are graded as good or outstanding. Assessment for Learning is being embedded at a 'deep' level in all subject areas towards meeting our overall aim of personalising learning which drives the school's development plan. Their curriculum review group recently presented research in developing a 21st century curriculum for NCSLs leadership network. Planning is underway for a two year KS3 in all subjects and for three weeks of enquiry-based learning from September 2007. We have a high degree of flexibility in KS4: fast-tracking, GCSE in half time, early AS and post GCSE electives.

For the last four years, in her role as Deputy Head Teacher, Pauline has lead innovations in putting personalising into practice in teaching and learning through the use of quantitative and learning styles data, lesson planning for challenge and 'stretch' and developing student independence as learners. Currently she is responsible for Standards and Innovation at TGS, she oversees a comprehensive teacher training and professional development programme supporting a large community of partner schools.

Mary Crowley MBE
Chief Executive
Parenting UK

Mary Crowley was appointed Chief Executive of Parenting UK (Formerly The Parenting Forum) in January 1999. The Forum led the development of the National Occupational Standards for Work with Parents which were approved for the UK in April 2005 and managed the Toolkit for Commissioners.

Before she joined Parenting UK, Mary was Head of the Adult Education Service of the London Borough of Waltham Forest. She is a member of the Council of Lifelong Learning UK and the Sector Skills Council for learning professionals.

She created the European Socrates "Dialogue" parenting education project with partners in six EU countries and is directing Europarent, a EU funded transnational network of organisations working with parents across Europe.

In 2000, Mary was awarded the MBE for services to parenting education and family learning.

Mary regularly speaks at conferences throughout the UK, Europe and the US.

She was an adviser to the National Service Framework for Children and to the Choosing Health White Paper. Mary is currently leading the Leonardo da Vinci transnational network project, Parenting in Europe in the 21st Century.

Mary has three sons, two daughters and a step-son.

Dr Michael Day
Executive Director of Initial Teacher Training
Training and Development Agency for Schools (TDA)

Michael Day joined the TDA (then the Teacher Training Agency, TTA) in 2001 as Director of Initial Teacher Training (ITT) Quality and Funding. He then moved, for two years, to be Director of Strategy, before taking on his current role of Executive Director of ITT.

Before joining the TDA, Michael worked at the Department for Education and Skills for 11 years on a range of education and employment policy areas including special needs, early years, and support and guidance to socially excluded young people.

Michael started his career as a researcher, working at a number of universities on social and economic issues. He later trained as a primary teacher, before moving to King Alfred's College, Winchester as a Senior Lecturer specialising in primary education.

Professor the Baroness Finlay of Llandaff

Ilorá Finlay was elevated to the peerage in 2001 as the Baroness Finlay of Llandaff. A Fellow of the Royal College of Physicians and the Royal College of General Practitioners, Ilora is an internationally renowned expert in palliative medicine and the care of the dying. She holds an Honorary Doctorate of Science from the University of Glamorgan; is an Honorary Fellow of Cardiff University; and was the Johanna Bijtel Professor at Groningen University, Netherlands 2000-02.

Ilorá's medical career has included periods as a general practitioner 1981-86; Palliative medicine 1987-Marie Curie Cancer Care 1987-; Member Expert Advisory Group on Cancers 1993-97, Chairman Association for Palliative Medicine 1995-98; Velindre NHS Trust Cancer Centre, Cardiff 1994-; National Cancer Forum 1997-2000; and as Vice-dean of the School of Medicine, University of Wales College of Medicine 2000-2005. She is now President elect of the Royal Society of Medicine.

Ilorá is an independent Crossbencher in the House of Lords and has served on a number of its key committees including: Science and Technology Sub-committee I (Fighting Infection) 2003, II (Science and the Regional Development Agencies) 2003-, and I (Science and International Agreements) 2003-04. She has recently served on the Assisted Dying for the Terminally Ill Bill Select Committee.

Mike Gibbons Chief Executive The Innovation Unit

Mike joined the DfES Innovation Unit in November 2002 as the Lead Director. The Unit itself was established as a result of the Education White Paper 'Schools: Achieving Success'. The intention is to be able to encourage and respond to innovative approaches to teaching and learning and school management from across the school system.

Mike has worked in schools for thirty years and has twenty years experience as a senior manager. He has led four schools: a community school in the West Midlands, a very large specialist technology school in Newcastle upon Tyne, a large voluntary aided Church of England specialist Language College with a sixth form of 400 in Cumbria and, most recently, was Principal and Chief Executive of an International 3-18 school in Brussels that has students from 65 countries.

He is passionate about the role of education in developing people and communities and about the importance of the teacher's role in this. He has particular interests in the leadership of education, the future of schooling, post-16 education, specialist schooling and the role of schools in the community.

Mike is also keenly interested in the interface between policy and practice and is a founder member of the Governing Council of the National College for School Leadership, a former member of the Governing Council of the Technology Colleges Trust and of the Qualifications Committee of QCA. He plays an active role in the work of the NCSL think-tank.

He has four grown up children, all of whom attended comprehensive schools in the Midlands and the north of England and who then went on to graduate from Universities in the UK.

Sue Hackman Chief Adviser on Schools Standards Department for Education and Skills

Sue Hackman is the Chief Adviser for School Standards at the DfES. She came to this post after leading the Secondary National Strategy. She led both the English and Foundation subject strands of the Key Stage 3 Strategy and was a senior director in the National Literacy Strategy. She was a seconded member of the DfEE's strategy team in 1997.

Her career includes many years as a classroom teacher, English adviser and Ofsted inspector. She has written A-level syllabuses and been a chief examiner at Key Stage 3.

Sue is also well known for her publications which span English literature, basic skills, literary theory, writing development, special needs and A-level teaching. Her most recent publication is a reading scheme for struggling readers in secondary school.

Professor David Hargreaves

Member

Teaching and Learning in 2020 Review Group

Professor David H Hargreaves is Associate Director for Development and Research, Specialist Schools and Academies Trust, a fellow of Wolfson College, Cambridge, and senior associate of the think tank Demos.

He has served for many years in teacher education, and has been Professor of Education in the University of Cambridge and Reader in Education at the University of Oxford.

He has also been Chief Inspector of the Inner London Education Authority, Chief Executive of the Qualifications and Curriculum Authority and Chairman of the British Educational Communications and Technology Agency.

David Hassell

Director of Educational Content

British Educational Communications Technology Agency (Becta)

Dave is the Director for Educational Content at Becta. The directorate is responsible for developing and co-ordinating the strategic direction for content, and delivering a number of key strands of activity.

Originally a geography and PE teacher in Hertfordshire, he joined the Advisory Unit for Computer Based Education, Hatfield, in 1986 as an advisory teacher and project officer before joining London University Institute of Education.

In 1993 he was appointed as Software Manager at National Council for Educational Technology (NCET). Since NCET's metamorphosis into British Educational Communications and Technology Agency (Becta), Dave has had a number of roles and was appointed as Director for Content in 2005.

Sue Horner

Head of Curriculum Development

Qualifications and Curriculum Authority

The Qualifications and Curriculum Authority (QCA) curriculum division's aim is to develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future. This involves innovative curriculum and assessment design to ensure learners are equipped for life and work in the 21st century.

In QCA, Sue is the Head of Curriculum Development with responsibility for the secondary curriculum review which is currently in the consultation phase. She is also responsible for national curriculum assessment policy, including nationwide projects on assessing pupils' progress.

Mike Hurley

Participation Officer

UK Youth Parliament

Mike Hurley has been a local authority youth worker for over 30 years, and a trainer and empowerment worker with local authorities, schools and voluntary and charity groups.

Mike has worked with many marginalised groups including young carers, young Muslims and year 7 pupils experiencing difficulties in their transition to High School.

Mike is currently employed by the charity, Democracy for Young People, which organises and runs the UK Youth Parliament, as a Gypsy and Traveller Participation Officer.

Martin Johnson
Acting Deputy General Secretary
Association of Teachers and Lecturers

Martin was a secondary teacher for over 30 years, specialising in Social Studies and pupils with challenging behaviour in schools and units in Merseyside, Yorkshire, and mostly inner London. This experience was distilled in his book *Failing School, Failing City* (1999). He was also a trade union activist, and became President of NASUWT in 2000.

Martin then joined the think-tank the Institute for Public Policy Research (ippr), where he monitored schools policy and researched the future of the teaching profession, funding, admissions, schooling in London, school-business links, personalisation, and staffing schools in challenging circumstances.

In January 2005 Martin joined the Association of Teachers and Lecturers (ALT), the education union, as Head of Education Policy and Research. At ATL Martin is supporting work on new curriculum and assessment models. He is also involved with ATL's work on school workforce issues as a social partner with the Government, particularly new models of teacher professionalism.

Stephen Miles
Course Leader: KS2/3 PGCE English
School of Education, Bath Spa University

Stephen Miles held a variety of roles in the secondary sector for many years before his late move into Initial Teacher Training at Bath Spa University.

He has worked closely with the Prince of Wales' Education Summer School (now the Prince's Teaching Institute) since its inception, and believes strongly in the need for challenge and coherence to be at the heart of English in the curriculum. He has completed NPQH and an MA in Children's Literature. He is a primary school governor.

Viki Muller
Assistant Director, Children and Young People's Directorate
Suffolk County Council

Viki began her working life as an early years teacher, working in Wiltshire, Leicester, and South Glamorgan. While she was at home with her young family, Viki worked for the Pre-school Learning Alliance as a tutor, supported community development and represented the voluntary sector on the Joint Under-Fives committee. Viki resumed her teaching career in Suffolk and following headship of two local schools, she joined the Local Authority initially as School Improvement Officer and then as a Primary Adviser.

In 2000, with the creation of Early Years and Childcare Development Partnerships, Viki joined as County Manager. Later she acquired the extended schools remit and most recently has been appointed as Assistant Director in the Children and Young People's Directorate with responsibility for integrated early years, extended schools, and youth and Connexions services.

Aidan Prior
Director of Educational Links
Steljes

Aidan Prior has been instrumental in developing a mobile learning capability at Steljes over the past couple of years. He has acted as a catalyst for new thinking around the potential of mobile learning in the UK education sector, working with a number of academics, Government agencies and local authority experts to share knowledge and develop initiatives past the early pilot projects.

Immediately prior to his work at Steljes, Aidan was an advisor to the Chief Executive of CfBT Education Trust. His early career was first in communications then in business consultancy. He also co-authored a number of published research reports for the National Autistic Society.

Joan Sjøvoll
Head Teacher
Framwellgate School Durham

Joan has been Headteacher at Framwellgate School Durham since 2001. A large comprehensive school for students aged 11-19 years of age, Framwellgate is a specialist science college, Training School, host to and partner in Science Learning Centre North East and has been graded I (Outstanding) by Ofsted Inspectors. The school has met the High Performing Specialist School criteria set by the DfES.

Joan was previously Headteacher of a secondary school facing challenging circumstances. For the past 15 years she has worked extensively to support school improvement at primary and secondary phases. She has been a judge for The National Teaching Awards; a governor at New College Durham; and headteacher representative on the Specialist Schools and Academies Science Panel.

Joan contributes to assessment materials for the mandatory headship qualification; produced by the National College for School Leadership; regularly speaks at national conferences on education; has been invited to contribute to international conferences and study visits; is a Council member of Future Matters; and is chair of the Durham Association of Secondary Headteachers.

From January 2006, whilst retaining her Headship at Framwellgate, she has been invited to lead the Newcastle Science City Integrated Education Strategy, a regional initiative to raise attainment and increase participation in science. Joan is also a member of Court at Newcastle University.

Graham Taylor
Development Manager
nferNelson

Graham Taylor spent the early part of his career in journalism at emap, where he spent ten years rising to become Executive Publishing Director within emap's computer magazine division. He eventually left to join Pearson, where he was in charge of FutureNet, one of the UK's biggest internet sites.

Graham moved within Pearson to join what is now the Learning Network, where he instigated the integration of UK educational material into the US site. He also worked with Rough Guides on the business strategy for its online venture and subsequently ran its UK online business.

Graham joined Granada Learning in 2000, initially to drive the Letts Educational online strategy and prepare their books for reuse as digital content. Graham subsequently became Development Manager of nferNelson's e-assessment portal, which has now delivered over 450,000 digital tests in schools across the world. His main area of focus has been the comprehensive development of the platform, ensuring technical excellence and smooth delivery of a full range of nferNelson's tests for local authorities, teachers and pupils alike.

Peter van Gelder
Director
Westminster Education Forum

Peter van Gelder has been involved with the Westminster Education Forum's sister organisation, the Westminster Media Forum, since its launch in 1996 and became a Director of the Forums' parent company in April 2002.

Peter is a former managing director of strategy consultants Informed Sources (sold to Mercer Management Consultants in July 2002) which advised many leading businesses including education publishers. He held similar positions at British Interactive Broadcasting and Teletext. He was previously Managing Editor of TV-am and before that an Editor of Children's Programmes, and a producer and news reporter with the company.

Peter began his career as a broadcast journalist with the BBC. He worked at BBC Wales and Newsnight, and was political correspondent of BBC Radio Leeds. He is a graduate of the University of Aston in Birmingham and University College, Cardiff.

Peter is the author of a cinema reference book, published by HarperCollins as *That's Hollywood* in the USA and Canada and by Aurum Press as *Offscreen Onscreen* in the rest of the world.

Chris Whitehouse

Director

Westminster Education Forum

For 16 years, Chris Whitehouse worked in Parliament providing research and campaign support for MPs and Peers from all parties. He has served as Clerk to the All-Party Parliamentary Media Group since its launch in 1992, as Director of the Westminster Media Forum since 1996, and Director of the Westminster Diet & Health Forum since 2002.

A former Chair of a board of school governors, he is now Director of a specialist consultancy (www.whitehouseconsulting.co.uk) providing advice on public and parliamentary affairs to a wide range of clients which have included Volunteer Reading Help, ICan, Computeach International, Get it 4 School.com, The Green Machine, The British Olympic Association, and a wide range of education, health and media sector organisations.

Chris is also Chair of the Liaison Organisation for Business Investors in the NHS Local Improvement Finance Trust Scheme.

Clarissa Williams

National Council member and Vice President elect (May 2007)

National Association of Head Teachers

Clarissa Williams was educated in Aberdeen. She started teaching in a primary school in Croydon in 1967. In 1969, Clarissa moved to secondary special needs teaching. She became an advisory teacher in Croydon from 1972 until 1978. Clarissa completed her MA at Sussex University in 1979.

From 1979 until 1985 Clarissa was the Deputy Head at a 13 -18 secondary school in Merton, and she has been Head of Tolworth Girls' School since 1985. Clarissa has been a National Association of Head Teachers (NAHT) Council member since May 2002, and has made several media appearances speaking on behalf of NAHT.

In May 2007 Clarissa will become Vice President of the NAHT.

About the Seminar and Publication Sponsor

Steljes



Steljes Managed Services Managed Classroom™ (mobile)

Steljes Limited is a company devoted to helping people get better results from their technology investments. Since the 1980s it has sourced technologies from around the world, developed services for those products and works to support the people who use them right across the public sector.

Steljes is the exclusive representative of:

- SMART Technologies Inc. in the UK and Eire (interactive whiteboards and classroom management software);
- Turning Technologies (voting technologies) on an exclusive basis in the UK; and
- More recently Steljes has become the exclusive UK distributor for Fujitsu Siemens Computers EDA (Educational Digital Assistant – a tailored for education personal device).

In January 2007 Steljes launched their mobile learning offer to the education market and are currently working with a number of local authorities on mobile learning projects to better understand how a personal device in the hands of every learner changes the dynamics and outcomes of the education journey.

Why mobile learning?

- Personal ownership of a device motivates and engages even reluctant learners – enabling learners to work in a place and at a pace which suits them as individuals;
- Aspects of collaboration and communication makes for more responsive exchanges – between learners, their teachers and their parents;
- When learners are motivated it's easier to structure learning around the individual;
- Moves the power into the hands of the learner thereby instilling a personal momentum to learn;
- Offers a facility for recording learning experiences including a unique assessment for learning capability; and
- Personal ownership involves parents naturally in supporting their children's learning.

Anticipated impact of mobile learning?

- For learners – improved learning experiences and better results for learners;
- For teachers – more effective tools for planning, sharing, communicating and assessing; and
- For parents – involvement in and ability to support their child's learning.

Why Steljes?

- A long history of tailoring technologies, support and training to individual needs of customers;
- Steljes mobile technology pilots in schools ensure we understand the uniquely different needs of teachers and learners in context of mobile learning;
- What we have learned informs Steljes' strategies: device(s), software, training and technical/support services;
- Key partners in Wolverhampton Learning2Go project, as well as supporting projects in Bristol, Kent, Bradford and Portsmouth; and
- Steljes has developed a 'community of practice' with experts from education, academia and local authorities to directly support schools in their own environments – the challenge of sharing and replicating best practice was identified early as an essential component of our offer if success and scalability are to be achieved.

What is the Steljes Mobile learning offer?

- The device – Steljes is the exclusive UK distributor for Fujitsu Siemens Computers EDA (Educational Digital Assistant – a tailored for education personal device);

- The right device – Steljes teams continue to source and test a range of mid size devices as some projects have differing requirements;
- Training – a necessity not a luxury – each session addresses issues from understanding the benefits to improving educational outcomes and includes evidence of our pilots as well as tips and techniques to use mobile technologies successfully in the classroom and at home;
- Managed services – the Steljes team that can take the strain (and the pain) out of managing a mobile learning strategy – surveying, installing, tracking and supporting technology throughout the lifetime of a project;
- Software – Steljes Software team sourcing and supporting software companies offering dedicated resources for mobile devices – providing a dedicated area on the website for purchasing ‘tailored for mobile’ educational resources; and
- Technical Services – industry recognised technical team ready to help make the most of a school’s investment.

What evidence for mobile?

- Increased attendance and improved behaviour common side effects of access to and use of personal device;
- Extending experiences of field trips and other out of school activities improves peer to peer review (enables a cycle of reflection, assessment and continuous improvement);
- Experiences of learners creating, publishing their work and receiving feedback raises their expectations of themselves and their peers (encourages learners to develop and extend own learning goals);
- Mobility allows for learners with prolonged absences from school to sustain continuity of learning (maintains momentum in learning); and
- An audience of their peers, parents and carers and the ability to share work supports collaboration and communication (creates a community of learning).

Independent projects:

- Ambient Wood, Sussex University;
- Learning2Go, Wolverhampton;
- Learning with Handhelds, SRI International;
- M-Learning, LSDA;
- Mobile Bristol, Futurelab; and
- REAL project, Birmingham.

Personalising learning through use of mobile technologies?

- Teachers are changing their practice – enabling greater choice and diversity directly supporting pupils’ own attributes and interests;
- Traditionally disengaged pupils are presenting improvements in reading, writing and aspiration to learn; and
- Personal ownership has a profound effect on the relationship between the learner and their learning experiences and opportunities and relationships.

More information:

Requests for information and fully costed quotations about mobile learning should be directed to:

Steljes Managed Services team

Mark Bird – Managing Director
Direct dial: 08450 724760

Tim Price-Walker – Business Manager Mobile
Direct dial: 07725 497404

For general enquiries please call 08450 724777

Steljes Mobile Learning team

Adrian Hall – Director of Mobile Learning
Dewi Lloyd – Consultant Mobile Learning
Aidan Prior – Director Educational Links

A brochure is available on request and there is a dedicated website at www.steljes.co.uk/mobile

About the Core Sponsor of the Westminster Education Forum

Capita Education Services



Capita Education Services' market-leading Management Information System, SIMS, is used every day by over 22,000 primary, secondary and independent schools in the UK. SIMS helps schools manage a whole host of information on pupils and then use this data to inform decision making in the school. The analysis tools within SIMS can examine assessment grades to uncover which pupils are struggling with their work so that they can be offered help. Attendance records can be examined to identify which pupils are regularly missing school so that any anti-truancy measures can be targeted at them. This analysis enables school leaders to set realistic targets for their school, monitor progress and measure success.

Teachers, parents and students can access information from SIMS online using the new SIMS Learning Gateway. Providing access to data on a pupil's learning targets, achievement and attendance, helps drive personalised learning and improves the flow of information between home and school.

For more information please visit: www.sims.co.uk