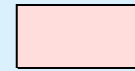


Programme for the day

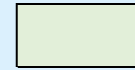
8.45am – 9.30am: Arrival, registration, refreshments. Please gather on the ground floor.

9.30am – 10.00am: Welcome from the #Educating Northants team.

Key



Local Northants Presenters



Panel debates

Strand Title	1	2	3	4	5	6	7	8	9			10	11		12		13		14	15	16	17	18
	SEND, Support and Safeguarding	Inclusion	Leadership	Marking and Feedback	Assessment	Behaviour	Mental Health and Well-being	#WomenEd	Language, Literacy, Reading and Grammar			EYFS	The Arts		Maths		Curriculum Thinking		GCSE English	Teaching and Learning	Developing Teachers	System Leadership	Digital and Creative Learning
Room	227	TPOD C	229	124	TPOD A	126	319	322	111	112	113	228	122	121	230	321	017	323	125	120	127	115	123
10.00-10.45	Ginny Bootman <i>'A bitter sweet empathy': fostering empathy in the school environment</i>	David Bartram <i>Leading an effective SEND strategy in school – challenges and opportunities for school leaders</i>	Abi Huggins <i>Values based leadership</i>	Tom Sherrington <i>Authentic assessment; effective feedback. Making it work while reducing workload</i>	Daisy Christodoulou <i>What makes effective assessment?</i>	Ollie Frith <i>Certainty over severity</i>	Andy Hind <i>Increasing a school's capacity for improvement - it starts and ends with me</i>	Kiran Satti <i>Is it possible to lead with authenticity?</i>	Kathryn Pennington <i>Playing with language - how poetry should be taught</i>	Dr Marcello Giovanelli <i>Grammar teaching: what, why and how?</i>	Lyanne Young <i>Fantastic Foundations: Supporting language and vocabulary development in EYFS</i>	Kim Duff <i>A Unique transition process - 'Move up & stay up!'</i>	Kim Contell, Claire Odell & Rebecca Francis <i>Drama across the curriculum</i>	Jacqui O'Hanlon <i>Why all schools and universities need to be arts rich</i>	Charlie Harber <i>Cognitive science and primary maths - making the most of the research</i>	Peter Mattock <i>Teaching for understanding in mathematics</i>	Christine Counsell <i>What do school leaders need to know about knowledge?</i>	Professor Dame Alison Peacock <i>Enacting a broad and balanced primary curriculum</i>	Clare Stoneman <i>Exploring the power of the gaze in AQA's GCSE English Literature Power and Conflict anthology</i>	Paul Pomerantz <i>Effective teaching at post 16</i>	Stef Edwards <i>Lesson Study</i>	Dr Andrew Campbell <i>You don't have to be a MAT to work here, but it helps!</i>	Panel: <i>Do we really need EdTech?</i>
10.45-11.30	Carrie Jolley <i>The silent child: selective mutism explained</i>	Panel: <i>Where next for the inclusion and exclusion debate</i>	Ruth Ryan <i>Our journey out of special measure</i>	Jess Mawby & Michelle Brett <i>Moving away from marking at primary</i>	Liz Twist, Lorna Jones & Katherine Fowler <i>What can we learn by scrutinising pupils' errors?</i>	Penny Ruth Willis & Hayley Singlehurst-Mooney <i>Nonviolent Resistance</i>	Marie Newton <i>Yoga and meditation in school as a tool for wellbeing</i>	Jill Berry <i>Applying for leadership positions: get the job you dream of</i>	Mark Currell <i>Your local English hub and what we offer</i>	Jo Cummins <i>Refugees and belonging in children's literature</i>	Rob Smith <i>Reading: it is not just books</i>	Jayne Carter <i>Possibility thinking skills for EYFS: 'I wonder...'</i>	Sam Biddulph <i>The power of the performing arts to change lives</i>	John Bowman <i>Songwriting, Shakespeare and self</i>	Nicky Moksa <i>Teaching for mastery in mathematics</i>	Simon Singh <i>Developing excellence in mathematics</i>	Jon Hutchinson <i>A knowledge-rich curriculum: what, why, how?</i>	Rachel Tomlinson <i>A sustainable curriculum</i>	Kat Howard <i>Litdrive: Building a community</i>	Kevin McLaughlin <i>Instruction isn't a dirty word. Not when it's Rosenshine's</i>	Douglas Wise & Michelle Jones <i>How to create a research-engaged school</i>	Patrick Leavey & Ann Newark <i>The FE sector uncovered</i>	Becky Adams <i>Northants: a future hub of the Creative Industries, but how are we preparing our young people?</i>
11.30 – 12.00pm: Break																							
12.00-12.45	Cath Kitchen & George Howe <i>Just imagine ... using telepresence solutions to support pupils with complex needs</i>	Julia Harley & Becky West <i>A model for inclusion</i>	Becks Waterson <i>Y7 curriculum design-creating curious learners</i>	Stephanie Bolton <i>Differentiated DIRT</i>	James Pembroke <i>Stop making data up to make someone else happy and do something more useful instead</i>	Stuart Lock & Mark Lehain <i>A quick history of BFS v1.0 to 3.0 and beyond</i>	Steve Waters <i>Whole school staff and pupil mental health and wellbeing</i>	Andrea Stephens & Ann Mroz <i>Leading in a media storm</i>	Julia Skinner <i>Improving writing by providing an audience through blogging</i>	Dr Jess Mason <i>Reading, Knowledge, Challenge and Identity</i>	Sallie Stanton <i>Putting KS3 at the heart of the English Curriculum</i>	Anette Whitehouse <i>The voice of the child: Does eliciting the 'Voice of the Child' impact on children's learning, development and wellbeing - and if so how?</i>	Roy Leighton <i>The teacher as alchemist: where art and creativity meet science and critical thinking</i>	Leigh Wolmarans <i>The importance of drama in primary schools</i>	Dom Murphy & Abbie Deeming <i>"Now I get it!" Developing teaching assistants as effective educators in mathematics</i>	Jo Morgan <i>Choosing mathematical methods</i>	Martin Robinson <i>'Is Knowledge Enough?'</i>	Heather Fearn <i>What Ofsted understands by a high quality curriculum and the quality of education judgement</i>	Davina Canham <i>Getting grade 7 – 9 in Power and Conflict poetry for AQA</i>	Oliver Caviglioli <i>Dual coding with teachers</i>	Panel: <i>What will be the impact of the Early Career Framework?</i>	Sir David Carter <i>Going beyond expectations to make the MAT model the best version of itself that it can be</i>	Helen Caldwell, Karen Woolley & Jean Edwards <i>Digital learning across boundaries</i>
12.45 – 13.30pm: Lunch																							
13.30-14.15	Laney Holland <i>FGM</i>	Mark Rowland <i>Making the best use of the pupil premium</i>	Tom Mills <i>Building a sustainable PE structure</i>	Panel: <i>Will the new Ofsted framework change the way schools do data?</i>	Tim Oates <i>Are we the most assessed system in the world?</i>	Nicola Preston <i>Restorative practices and inclusion</i>	Ayo Awotona <i>How to help your students to be more ambitious</i>	Alison Kriel <i>If schools ran like an i-phone...</i>	Lou Smith <i>Language, learning & memory in the primary classroom</i>	Ian Cushing <i>Grammar policy and pedagogy from primary to secondary school</i>	Kiran Satti <i>The power of pictures</i>	Felicity Dewsbury & Jo Benford <i>A good start for all: sustaining transitions across the Early Years</i>	Trudy Bell <i>Unlocking Potential – a new cultural strategy for young people across Northants</i>	Dr Nick Owen MBE & Liz Clarke <i>Zoning in on creative development in the Early Years</i>	Rachel Rayner <i>Maths meetings - retention and fluency focus</i>	Craig Barton <i>How I wish I'd taught maths: 1 year on</i>	Clare Sealy <i>The curriculum as narrative: why your curriculum should be like a box set</i>	Rae Snape <i>#OnlyConnect – designing a changemaker curriculum Connecting with the education eco-system for societal transformation</i>	Emily Prentice <i>GCSE English language: tooling the dissenters and arming for argument</i>	Wendy Pearmain <i>Retrieval practice in the science classroom</i>	Matthew Hood <i>Teaching teachers</i>	Ian Sharpe & Michael Cowland <i>How to make an impact on School Business and Finance from within the classroom</i>	Chris Leach <i>Dragons, droids and dinosaurs: gamification and the immersive curriculum</i>
14.15-15.00	Colin Green <i>Online safety for primary school children</i>	Dr Eunice Lumsden <i>Barriers to learning for our most vulnerable children</i>	Michelle Brett <i>From policies to principles</i>	Pete Sanderson <i>Marking and feedback strategies - increasing impact, saving time</i>	Liz Twist, Lorna Jones & Katherine Fowler <i>What can we learn by scrutinising pupils' errors?</i>	Helena Brothwell <i>Repairing a broken culture: what happens when you put teachers on a pedestal?</i>	Felicity King <i>Reset not Inset: mastering mindset for sustainable, satisfied people</i>	Pran Patel <i>Diversity benefits us all</i>	Shareen Mayers <i>Closing the word gap in primary schools</i>	Matt Rodger <i>Whole school literacy at secondary: a poisoned chalice?</i>	Anna Carter <i>Improving Reading – the first steps for a Multi-Academy Trust</i>	Caroline Hall, Carol Hillbourne, Andrew Shaw, Sharon Smith & Emma Finlay <i>Compassionate parenting</i>	Hannah Patterson & Sarah Moloney <i>Driving the Arts by being a creative leader</i>	Stacey Ramm <i>How to plan a week long STEAM event in a primary school</i>	Kathryn Print <i>Delivering excellent financial education</i>	Mark McCourt <i>Phasing learning</i>	Andrew Percival <i>Developing a knowledge-led primary curriculum</i>	Jay Davenport <i>Creating identity - curriculum and community</i>	Becky Wood <i>Moving away from PEE</i>	Pete Hall Jones <i>20 practical ideas to make school and life better for teachers and kids - that's 1 idea every 2 minutes leaving 5 mins to sort out Brexit</i>	Rachel Roberts <i>The Affective Mentor: using reappraisal to support trainee teachers</i>	Dr Helen Scott, Dr Jane Murray, Dr Cristina Devecchi & Natalie Quinn-Walker <i>NTEC Research Project @UoN</i>	Pete Williams <i>Digital garage</i>
15.00 pm – 15.30pm: Room 017 - Final panel debate: what next for Education in Northamptonshire?																							