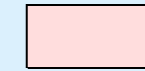


# Programme for the day

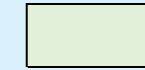
8.45am – 9.30am: Arrival, registration, refreshments. Please gather on the ground floor.

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	<b>Ginny Bootman</b> <i>'A bitter sweet empathy': fostering empathy in the school environment</i>	<b>David Bartram</b> <i>Leading an effective SEND strategy in school – challenges and opportunities for school leaders</i>	<b>Abi Huggins</b> <i>Values based leadership</i>	<b>Tom Sherringham</b> <i>Authentic assessment; effective feedback. Making it work while reducing workload</i>	<b>Daisy Christodoulou</b> <i>What makes effective assessment?</i>	<b>Ollie Frith</b> <i>Certainty over severity</i>	<b>Andy Hind</b> <i>Increasing a school's capacity for improvement - it starts and ends with me</i>	<b>Kiran Satti</b> <i>Is it possible to lead with authenticity?</i>	<b>Katherine Pennington</b> <i>Playing with language - how poetry should be taught</i>	<b>Dr Marcello Giovanelli</b> <i>Grammar teaching: what, why and how?</i>	<b>Lyanne Young</b> <i>Fantastic Foundations: Supporting language and vocabulary development in EYFS</i>	<b>Kim Duff</b> <i>A Unique transition process - 'Move up &amp; stay up!'</i>	<b>Kim Contell, Claire Odell &amp; Rebecca Francis</b> <i>Drama across the curriculum</i>	<b>Jacqui O'Hanlon</b> <i>Why all schools and universities need to be arts rich</i>	<b>Charlie Harber</b> <i>Cognitive science and primary maths - making the most of the research</i>	<b>Peter Mattock</b> <i>Teaching for understanding in mathematics</i>	<b>Christine Counsell</b> <i>What do school leaders need to know about knowledge?</i>	<b>Professor Dame Alison Peacock</b> <i>Enacting a broad and balanced primary curriculum</i>	<b>Clare Stoneman</b> <i>Exploring the power of the gaze in AQA's GCSE English Literature Power and Conflict anthology</i>	<b>Paul Pomerantz</b> <i>Effective teaching at post 16</i>	<b>Stef Edwards</b> <i>Lesson Study</i>	<b>Dr Andrew Campbell</b> <i>You don't have to be a MAT to work here, but it helps!</i>	<b>Panel:</b> <i>Do we really need EdTech?</i>
10.45-11.30	<b>Carrie Jolley</b> <i>The silent child: selective mutism explained</i>	<b>Panel:</b> <i>Where next for the inclusion and exclusion debate</i>	<b>Ruth Ryan</b> <i>Our journey out of special measure</i>	<b>Jess Mawby &amp; Michelle Brett</b> <i>Moving away from marking at primary</i>	<b>Liz Twist, Lorna Jones and Katherine Fowler</b> <i>What can we learn by scrutinising pupils' errors?</i>	<b>Penny Ruth Willis &amp; Hayley Singlehurst-Mooney</b> <i>Nonviolent Resistance</i>	<b>Marie Newton</b> <i>Yoga and meditation in school as a tool for wellbeing</i>	<b>Jill Berry</b> <i>Applying for leadership positions: get the job you dream of</i>	<b>Mark Currell</b> <i>Your local English hub and what we offer</i>	<b>Jo Cummins</b> <i>Refugees and belonging in children's literature</i>	<b>Rob Smith</b> <i>Reading: it is not just books</i>	<b>Jayne Carter</b> <i>Possibility thinking skills for EYFS: 'I wonder...'</i>	<b>Sam Biddulph</b> <i>The power of the performing arts to change lives</i>	<b>John Bowman</b> <i>Songwriting, Shakespeare and self</i>	<b>Nicky Moska</b> <i>Teaching for mastery in mathematics</i>	<b>Simon Singh</b> <i>Developing excellence in mathematics</i>	<b>Jon Hutchinson</b> <i>A knowledge-rich curriculum: what, why, how?</i>	<b>Rachel Tomlinson</b> <i>A sustainable curriculum</i>	<b>Kat Howard</b> <i>Litdrive and the lies we tell about workload</i>	<b>Kevin McLaughlin</b> <i>Instruction isn't a dirty word. Not when it's Rosenshine's</i>	<b>Douglas Wise &amp; Michelle Jones</b> <i>How to create a research-engaged school</i>	<b>Patrick Leavay &amp; Ann Newark</b> <i>The FE sector uncovered</i>	<b>Becky Adams</b> <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	<b>Cath Kitchen &amp; George Howe</b> <i>Just imagine ... using telepresence solutions to support pupils with complex needs</i>	<b>Julia Harley &amp; Becky West</b> <i>A model for inclusion</i>	<b>Becks Waterson</b> <i>Y7 curriculum design-creating curious learners</i>	<b>Stephanie Bolton</b> <i>Differentiated DIRT</i>	<b>James Pembroke</b> <i>Stop making data up to make someone else happy and do something more useful instead</i>	<b>Stuart Lock and Mark Lehain</b> <i>A quick history of BFS v1.0 to 3.0 and beyond</i>	<b>Steve Waters</b> <i>Whole school staff and pupil mental health and wellbeing</i>	<b>Andrea Stephens &amp; Ann Mroz</b> <i>Leading in a media storm</i>	<b>Julia Skinner</b> <i>Improving writing by providing an audience through blogging</i>	<b>Dr Jess Mason</b> <i>Reading, Knowledge, Challenge and Identity</i>	<b>Sallie Stanton</b> <i>Putting KS3 at the heart of the English Curriculum</i>	<b>Anette Whitehouse</b> <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>	<b>Roy Leighton</b> <i>The teacher as alchemist: where art and creativity meet science and critical thinking</i>	<b>Leigh Wolmarans</b> <i>The importance of drama in primary schools</i>	<b>Dom Murphy &amp; Abbie Deeming</b> <i>"Now I get it!" Developing teaching assistants as effective educators in mathematics</i>	<b>Jo Morgan</b> <i>Choosing mathematical methods</i>	<b>Martin Robinson</b> <i>'Is Knowledge Enough?'</i>	<b>Heather Fearn</b> <i>What Ofsted understands by a high quality curriculum and the quality of education judgement</i>	<b>Davina Canham</b> <i>Getting grade 7 – 9 in Power and Conflict poetry for AQA</i>	<b>Oliver Caviglioli</b> <i>Dual coding with teachers</i>	<b>Panel:</b> <i>What will be the impact of the Early Career Framework?</i>	<b>Sir David Carter</b> <i>Going beyond expectations to make the MAT model the best version of itself that it can be</i>	<b>Helen Caldwell, Karen Woolley and Jean Edwards</b> <i>Digital learning across boundaries</i>
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## 12.45 – 13.30pm: Lunch

13.30-14.15	<b>Laney Holland</b> <i>FGM</i>	<b>Mark Rowland</b> <i>Making the best use of the pupil premium</i>	<b>Tom Mills</b> <i>Building a sustainable PE structure</i>	<b>Panel:</b> <i>Will the new Ofsted framework change the way schools do data?</i>	<b>Tim Oates</b> <i>Are we the most assessed system in the world?</i>	<b>Nicola Preston</b> <i>Restorative practices and inclusion</i>	<b>Ayo Awotona</b> <i>How to help your students to be more ambitious</i>	<b>Alison Kriel</b> <i>If schools ran like an i-phone...</i>	<b>Lou Smith</b> <i>Language, learning &amp; memory in the primary classroom</i>	<b>Ian Cushing</b> <i>Grammar policy and pedagogy from primary to secondary school</i>	<b>Kiran Satti</b> <i>The power of pictures</i>	<b>Felicity Dewsbury and Jo Benford</b> <i>A good start for all: sustaining transitions across the Early Years</i>	<b>Trudy Bell</b> <i>Unlocking Potential – a new cultural strategy for young people across Northants</i>	<b>Dr Nick Owen MBE &amp; Liz Clarke</b> <i>Zoning in on creative development in the Early Years</i>	<b>Rachel Rayner</b> <i>Maths meetings - retention and fluency focus</i>	<b>Craig Barton</b> <i>How I wish I'd taught maths: 1 year on</i>	<b>Clare Sealy</b> <i>The curriculum as narrative: why your curriculum should be like a box set</i>	<b>Rae Snape</b> <i>#OnlyConnect – designing a changemaker curriculum Connecting with the education eco-system for societal transformation</i>	<b>Emily Prentice</b> <i>GCSE English language: tooling the dissenters and arming for argument</i>	<b>Wendy Pearmain</b> <i>Retrieval practice in the science classroom</i>	<b>Matthew Hood</b> <i>Teaching teachers</i>	<b>Ian Sharpe &amp; Michael Cowland</b> <i>How to make an impact on School Business and Finance from within the classroom</i>	<b>Chris Leach</b> <i>Dragons, droids and dinosaurs: gamification and the immersive curriculum</i>
14.15-15.00	<b>Colin Green</b> <i>Online safety for primary school children</i>	<b>Dr Eunice Lumsden</b> <i>Barriers to learning for our most vulnerable children</i>	<b>Michelle Brett</b> <i>From policies to principles</i>	<b>Pete Sanderson</b> <i>Marking and feedback strategies - increasing impact, saving time</i>	<b>Liz Twist, Lorna Jones and Katherine Fowler</b> <i>What can we learn by scrutinising pupils' errors?</i>	<b>Helena Brothwell</b> <i>Repairing a broken culture: what happens when you put teachers on a pedestal?</i>	<b>Felicity King</b> <i>Reset not Inset: mastering mindset for sustainable, satisfied people</i>	<b>Pran Patel</b> <i>Diversity benefits us all</i>	<b>Shareen Mayers</b> <i>Closing the word gap in primary schools</i>	<b>Matt Rodger</b> <i>Whole school literacy at secondary: a poisoned chalice?</i>	<b>Anna Carter</b> <i>Improving Reading – the first steps for a Multi-Academy Trust</i>	<b>Caroline Hall, Carol Hillbourne, Andrew Shaw, Sharon Smith &amp; Emma Finlay</b> <i>Compassionate parenting</i>	<b>Hannah Patterson &amp; Sarah Moloney</b> <i>Driving the Arts by being a creative leader</i>	<b>Stacey Ramm</b> <i>How to plan a week long STEAM event in a primary school</i>	<b>Kathryn Print</b> <i>Delivering excellent financial education</i>	<b>Mark McCourt</b> <i>Phasing learning</i>	<b>Andrew Percival</b> <i>Developing a knowledge-led primary curriculum</i>	<b>Jay Davenport</b> <i>Creating identity - curriculum and community</i>	<b>Becky Wood</b> <i>Moving away from PEE</i>	<b>Pete Hall Jones</b> <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>	<b>Rachel Roberts</b> <i>The Affective Mentor: using reappraisal to support trainee teachers</i>	<b>Dr Helen Scott, Dr Jane Murray, Dr Cristina Devecchi &amp; Natalie Quinn-Walker</b> <i>NTEC Research Project @UoN</i>	<b>Pete Williams</b> <i>Digital garage</i>

15.00 pm – 15.30pm: Room 017 - Final panel debate: what next for Education in Northamptonshire?