How to lead a curriculum of opportunity and challenge: provision for more able learners that supports high achievement for all

LONDON, 20 JUNE 2019
Useful information

WiFi: etcvenues          Password: 76064687
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Live interactive polling
To support the collaborative aspects of today's event and represent your views, we’re using a tool called slido. To participate:
1. Connect to the WiFi on your smartphone/tablet
2. Open the web browser and visit www.slido.com
3. Enter the event code #NACE2019

Emergency and evacuation details
No fire alarm test is planned for today. Should you hear the alarm, please follow the signposted fire exits. The assembly point is the cul de sac at Spital Square E1, by Spitalfields Market/Carluccio’s restaurant.

Photography and filming
Photography and filming is taking place at today’s event. For details or if you wish to be excluded from photos or video footage, please speak to a member of the NACE team.
It is my great pleasure to welcome you to NACE’s national conference: “how to lead a curriculum of opportunity and challenge: provision for more able learners that supports high achievement for all”.

Against the current policy context, today’s event will explore a whole-school approach to more able. From vision, philosophy and culture to curriculum design and classroom strategies, you will hear from high-performing schools, leaders and experts in the field as they share the latest research, strategies and innovative, evidence-led delivery practices.

We are delighted to include in today’s agenda a spotlight on NACE’s own research – making you amongst the first to preview trends emerging from research underway in NACE Challenge Award-accredited schools, exploring successful approaches to meeting the needs of more able learners in the classroom and the school-wide factors which support this.

Our support for schools goes far beyond today’s event. Visit the conference webpage (www.nace.co.uk/2019) for access to post-event resources, and speak to our team at the membership stand to learn about opportunities to connect and collaborate online and face-to-face throughout the coming year.

The success of today’s conference ultimately depends on the many people who have worked with us in the planning and organisation, our expert speakers and our exhibiting partners. Thank you to everyone for their support.

I hope that today will challenge and inspire you, and result in new knowledge and collaborations.
Floorplan
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
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<td>Sue Riley, NACE</td>
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<td>09:10</td>
<td><strong>Keynote: Beyond the knowledge curriculum: implications for more able learners</strong></td>
<td>Martin Robinson</td>
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<td>10:00</td>
<td><strong>Keynote: Leading: vision and philosophy</strong></td>
<td>Christabel Shepherd, Copthorne and Holybrook Primary Schools; Paul Gibson and Rob Buck, Maiden Erlegh School</td>
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<tr>
<td>10:45</td>
<td><strong>Break</strong></td>
<td>Refreshments; networking; exhibition</td>
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<td>11:00</td>
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<td>12:00</td>
<td><strong>Keynote: NACE research launch</strong></td>
<td>Hilary Lowe, NACE, and Dr Louise Brown, Anglia Ruskin University</td>
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<td>12:45</td>
<td><strong>Lunch</strong></td>
<td>Lunch; networking; exhibition</td>
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<td>13:30</td>
<td><strong>Keynote: The heart of education: curriculum, opportunity and the education inspection framework</strong></td>
<td>Daniel Muijs, Ofsted</td>
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<td>Refreshments; networking; exhibition</td>
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<td>15:15</td>
<td><strong>Keynote: 21st century education: challenges, collaboration and innovation</strong></td>
<td>Dr Chris Yapp, NACE patron</td>
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Beyond the knowledge curriculum: implications for more able learners

Martin Robinson, Education Author and Consultant, @Trivium21c

You have your knowledge organiser, you’ve quizzed the kids so their recall is fast and sharp, they seem to possess all the “cultural capital” they need, what else could possibly be left to do?

In this opening keynote, acclaimed education writer and consultant Martin Robinson will look at input-output models of education, examine their strengths for more able learners, and consider what they might leave out.

What can be done through judicious curriculum design and thoughtful pedagogy to help our young people think about the world and how to take a full part in it as future parents, as citizens, as culturally adept and mobile people at ease in their own skin? A thought-provoking start to the day guaranteed...

Leading: vision and philosophy

Christabel Shepherd, Executive Headteacher, Copthorne and Holybrook Primary Schools, @CopthorneSch

Paul Gibson, Headteacher, and Rob Buck, More Able Lead, Maiden Erlegh School, @MaidenErleghSch

What does a curriculum of opportunity, challenge and excellence for all look like in practice? This plenary session is an opportunity to hear from two Challenge Award-accredited schools in which a challenging and broad curriculum has supported improved provision and outcomes both for more able learners and for the wider cohort.

Christabel Shepherd will explain how Copthorne Primary School developed and brought to life its inspiring learner-centred approach, drawing on cognitive science and making challenge an inherent part of all provision, with a focus on removing limits on learning and developing deep understanding.

Maiden Erlegh’s Paul Gibson and Rob Buck will explain how the school has succeeded in achieving consistently high Progress 8 scores for its most able, sharing both “quick wins” and wide-reaching changes to school policy and ethos which have led to raised expectations, aspirations and attainment both within and beyond the classroom.
NACE research launch

Hilary Lowe, Education Adviser, NACE, @naceuk
Dr Louise Brown, Anglia Ruskin University, @AngliaRuskin

NACE is currently undertaking extensive research in Challenge Award-accredited schools, exploring successful approaches to meeting the needs of more able learners in the classroom and the school-wide factors which support this. This presentation will outline the importance of investing in research into pedagogical practices for more able learners; the aims of the NACE research; trends emerging from the findings so far; and how NACE will use the research to support member schools and the wider education community.

The heart of education: curriculum, opportunity and the education inspection framework

Daniel Muijs, Deputy Director, Research and Evaluation, Ofsted, @ProfdanielMuijs

In the new education inspection framework, Ofsted is focusing on curriculum, putting what children learn at the heart of quality of education. In this presentation, Ofsted’s Daniel Muijs will review why this matters, what it means for the most able, and how a high-quality curriculum is key to providing opportunities for all learners.

21st century education: challenges, collaboration and innovation

Dr Chris Yapp, NACE Patron, @chris_yapp

We live in a time of significant challenges and opportunities. The young people in our schools will be adults dealing with new technologies, climate change and other factors alongside political and economic upheaval. How can schools best organise to ensure the next generation have the breadth and depth of skills and attitudes to face these challenges, many of which we do not yet understand? In the conference’s closing keynote, NACE patron Chris Yapp will explore some of the changes ahead and explore the potential roles of schools and teachers.
Stream A: Leadership

(1) What is a curriculum of opportunity and challenge?

Dr Keith Watson, CEO, Portswood Primary Academy Trust
Kevin Sexton and Chris Loughlin, Chesterfield High School, @ChesterfieldHi

Sharing expertise from two Challenge Award-accredited schools, this workshop will explore approaches to challenging learners across the curriculum at both primary and secondary levels. The session will include practical examples from across the age range, exploring curriculum intent and implementation, what this can look like for more able learners, and impact beyond narrow test measures.

(2) Is your school opening doors and raising the bar for all learners, including the most able?

Elaine Ricks-Neal, Challenge Award Adviser, @naceuk
Christabel Shepherd, Executive Headteacher, Copthorne and Holybrook Primary Schools, @CopthorneSch
Paul Gibson, Headteacher, and Rob Buck, More Able Lead, Maiden Erlegh School, @MaidenErleghSch

Join Elaine Ricks-Neal, one of the co-authors of the original NACE Challenge Framework, to learn more about how this school review tool can be used to raise the bar and increase challenge for all learners, including the most able. Challenge Award holders Copthorne Primary School and Maiden Erlegh School will share their experience of working with the Framework and how it has contributed to improving provision.
Stream B: Teaching

(3) Teaching to the top to challenge all learners (primary)

Catherine Morley, Executive Headteacher, Theale and Enborne Primary Schools

Tristan Whiteman, Head of School, Enborne C of E Primary

In this workshop, experienced school leaders Catherine Morley and Tristan Whiteman will share their experience of establishing a framework and culture for teaching to the top and excellence for all. The session will include practical examples of what teaching to the top and high challenge look like in practice to produce outstanding outcomes.

(4) Teaching to the top to challenge all learners (secondary)

Tracy Goodyear, Head of English, King Edward VI Handsworth School for Girls, @Miss_Goodyear

This session will address key principles for pitch and challenge in the secondary classroom, exploring a range of research-based approaches and how these could work in different contexts; identifying common barriers to high achievement; and sharing practical ideas to increase challenge and “raise the tide” to encourage excellent progress for all in day-to-day teaching.

Stream C: Learners and learning

(5) How do you develop readiness for high achievement?

Dr Louise Brown, Anglia Ruskin University, @AngliaRuskin

Why do some able students not engage with challenge? This workshop explores the interdependence between challenge, cognition, metacognition and self-regulatory skills that affect readiness for learning, making reference to potential barriers to high achievement. Drawing on the latest research in the field and examples from Challenge Award-accredited schools, the session will share strategies to support all students in developing critical skills for learning.

Scan the QR code with your phone to find out more about today’s speakers, or visit www.nace.co.uk/2019-speakers
“Being a member of NACE has enabled us to access high-quality learning support and specialist advice. Alongside research and best practice in other schools, we are able to plan and implement proven strategies, which will enhance the learning of all our children.”

– Jennifer Richards, Headteacher and Headteacher Consultant, St Mark’s CE Primary, Aquinas Trust

Bringing together school leaders and practitioners from across England, Wales and beyond, the NACE community offers opportunities throughout the year to connect and collaborate both online and face-to-face. Here’s how you can get involved…

**Member meetups**

Our free termly meetups bring members together to exchange experiences and resources in person, focusing on key areas of provision for more able learners. Each session also includes input from NACE experts and leading schools, as well as insights from our partner organisations.

In 2018-19, meetups were held at the Science Museum (London), Jesus College (Oxford) and Wales Millennium Centre (Cardiff), exploring strategies for effective questioning, developing independent learning, and enriching the curriculum. Dates, venues and themes for 2019-20 will be announced soon via our website.

**R&D Hubs**

Led by NACE Challenge Award-accredited schools, NACE R&D Hubs offer opportunities to connect with members in your region for collaboration across phases and sectors. As well as sharing effective practice and existing research, the Hubs provide a structure and support for members to develop their own professional enquiries, conducting in-school research to be shared within the Hub and across the wider NACE community.

To date, Hubs have been established in Berkshire, Derbyshire, Hampshire, Worcestershire and the Vale of Glamorgan.

**WIN!**

**a year’s free membership for one school**

Visit the NACE membership stand to share your feedback and suggestions, discuss current opportunities and support for your school, and enter our conference competition for the chance to win a year’s free membership for one school.
Connect online

From this term, our relaunched website will offer new opportunities for members to connect and collaborate online, as well as making it easier than ever to browse our online resource library – including exclusive access to NACE Essentials guides, practical checklists and templates, live and recorded webinars and more.

Once the new site goes live, make sure to log in and update your school’s profile details, explore the latest resources and member opportunities, and invite colleagues to create their own accounts so all staff can benefit. Coming soon – watch this space!

Headteacher Forum

New for 2019-20, headteachers whose schools hold the NACE Challenge Award will be invited to join our Headteacher Forum. The Forum will provide a space for headteachers from across the NACE community to meet, collaborate and shape thinking in the more able field. Inaugural Forum events will take place in London and Birmingham, providing an exclusive preview of and opportunity to trial NACE’s new curriculum audit tool.

To find out more about any of these initiatives, contact membership@nace.co.uk

NACE membership for your trust, alliance or cluster

We work with MATs, clusters and alliances to support boards, senior leadership teams and their schools. Through NACE membership and use of the NACE Challenge Development Programme, our model provides a shared central focus and framework, while allowing each school to work at its own pace.

Use of the Challenge Framework can provide a robust measure of trust-and school-level strengths and development points in relation to more able policy and provision, feeding into wider school improvement. Aware of the challenges that working across wide geographical areas can bring, we offer a range of remote support, including access to online resources and webinars. We can also develop bespoke consultancy, audit and CPD services to meet the specific needs of your organisation.

A 10% membership discount is available for groups of five or more schools.

“The support offered by NACE, both personally and online, has been fantastic. We’re able to follow blogs and look at case studies as well as accessing lots of resources, which has a positive impact on our staff and students. Creating pupil profiles for our gifted students has had the single biggest impact on our provision, as now both pupils and teachers have measurable and subject-specific targets to aim for.”

– Helen Green, Gifted & Talented Coordinator, Hartland International School
Designed to support school self-review and improvements in provision for more able learners, the NACE Challenge Development Programme offers practical tools alongside bespoke CPD and consultancy.

The Programme is centred on the NACE Challenge Framework – an established audit and action-planning tool which sets out detailed criteria for high-quality provision for more able learners within a school-wide context of challenge for all. Exclusively available to NACE members, the Framework can be purchased as a standalone tool (with accompanying guidance and resources), or as part of a package incorporating tailored consultancy and CPD.

Suitable for use across all phases, sectors and stages in provision for more able learners, the Programme can also be used to support consistency of approach across an alliance, cluster or multi-academy trust. It is regularly reviewed and updated to align with current areas of emphasis in school improvement and accountability, including expectations set out in the Ofsted, Estyn, ISI and other evaluation schedules.

Find out more: www.nace.co.uk/challenge

“An energising experience – rigorous, demanding and a great school improvement tool. The school has felt united, staff have been fully engaged, and all learners have benefitted from the setting of high expectations and more challenging approaches.”

– Bernie Mizzie, Director, Chiswick House School and St Martin’s College

NACE Challenge goes international

The combined rigour and flexibility of the NACE Challenge Framework makes it applicable to schools across a broad range of contexts – including internationally. Recent years have seen a growth in NACE membership beyond the UK, with many of our international members joining the Challenge Development Programme. In June 2018 Malta’s Chiswick House became the first school outside the UK to gain the Challenge Award, followed by Cyprus’ Episkopi Primary (November 2018) and Dubai’s Hartland International (April 2019). Where next...?
Recognising continuing pressures on school budgets and staff time, our approach to CPD is designed with value, impact and flexibility in mind. Alongside our free member meetups, webinars, Challenge Clinics and R&D Hub participation, our 2019-20 CPD programme offers opportunities for specialised face-to-face training, supplemented by online learning and support.

All our courses are available for bespoke delivery for individual schools, MATs, clusters or alliances. To find out more, contact cpd@nace.co.uk

Coming up in London in the autumn term…

<table>
<thead>
<tr>
<th>Event Title</th>
<th>Date</th>
<th>Phase</th>
<th>Delivery</th>
<th>Cost Non-member / Member / Members' early-bird rate</th>
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</thead>
<tbody>
<tr>
<td>Designing and developing your curriculum to challenge and enrich more able learners</td>
<td>14/11/19</td>
<td>Primary</td>
<td>Full day</td>
<td>£360 / £250 / £225</td>
</tr>
<tr>
<td>Planning for action and impact†</td>
<td>14/11/19</td>
<td>All phases</td>
<td>Half day</td>
<td>£150 / £130</td>
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<tr>
<td>Leading and managing policy for more able learners†</td>
<td>21/11/19</td>
<td>Primary / Secondary</td>
<td>Full day</td>
<td>£250</td>
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<td>£450 when booking with Leading and managing practice for more able learners (30/04/20)</td>
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<tr>
<td>Challenging more able learners in the early years</td>
<td>21/11/19</td>
<td>Early years</td>
<td>Full day</td>
<td>£360 / £250 / £225</td>
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<tr>
<td>Leading curriculum change for more able learners in KS3 maths</td>
<td>26/11/19</td>
<td>Secondary</td>
<td>Full day</td>
<td>£360 / £250 / £225</td>
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<tr>
<td>Leading curriculum change for more able learners in KS3 English</td>
<td>28/11/19</td>
<td>Secondary</td>
<td>Full day + webinar</td>
<td>£435 / £300 / £275</td>
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<tr>
<td>Leading curriculum change for more able learners in KS3 science</td>
<td>28/11/19</td>
<td>Secondary</td>
<td>Full day + webinar</td>
<td>£435 / £300 / £275</td>
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<td>Designing and developing your curriculum to challenge and enrich more able learners</td>
<td>05/12/19</td>
<td>Secondary</td>
<td>Full day</td>
<td>£360 / £250 / £225</td>
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<td>Leading and managing practice for more able learners†</td>
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Cost key: Non-member / Member / Members’ early-bird rate*  
*Available until the end of September. †Exclusively open to NACE members.
**Exhibitors**

International charity the English-Speaking Union (ESU) is dedicated to helping young people develop the skills to articulate and express their ideas out loud. As well as running a range of oracy initiatives, cultural exchange programmes and competitions, the ESU offers free online resources for schools. As part of our ongoing partnership, the ESU is running an exclusive webinar for NACE members on 2 July 2019 – log in to our members’ site for details.

www.esu.org   @theESU

Oxplore is an innovative digital outreach portal from the University of Oxford. As the “Home of Big Questions”, it aims to engage 11- to 18-year-olds with debates and ideas that go beyond what is covered in the classroom. Tackling complex ideas across a wide range of subjects and drawing on the latest research undertaken at Oxford, Oxplore aims to raise aspirations and stimulate intellectual curiosity.

https://oxplore.org   @letsoxplore

The School Library Association (SLA) provides support for those involved with school libraries, working to promote high-quality reading and learning opportunities for all. NACE is proud to be supporting Great School Libraries – a three-year campaign spearheaded by the SLA, CILIP SLG and CILIP – highlighting the importance of access to school libraries which offer an inspiring, challenging and enriching resource for all young people.

www.sla.org.uk   @uksla

The Day turns the daily news into lessons, published online and shared in a newsletter with around 60,000 teaching staff every school day. With the tagline, “news to open minds”, The Day’s articles are designed to get students thinking for themselves and engaging with the world. It covers a wide range of subjects linking to all areas of the curriculum, plus topical weekly themes, quizzes, infographics and thought-provoking videos.

https://theday.co.uk   @thedaytweets
NACE core principles

• The education of more able learners is a whole-school endeavour to be embraced by all school leaders.

• Addressing the needs of more able learners will raise achievement for a much wider group of learners in a school.

• Providing for more able learners is not about labelling, but about creating a curriculum and learning opportunities which allow all children to flourish.

• Ability can be revealed across a range of specific domains or more generally, and not only in traditional academic subjects.

• An ethos of high expectations and aspirations is a central plank for any school providing for more able learners.

• Teachers are central to providing challenging and enriching education, and their professional development is paramount.

• Ability is a fluid concept: it can be developed through challenge, opportunity and self-belief.
An independent charity, NACE works with member schools, education leaders and practitioners to improve provision for more able learners, driving whole-school improvement and raising achievement for all.

Drawing on over 35 years’ experience, we offer support across all sectors, phases, contexts and stages of development in more able provision.

Find out more: www.nace.co.uk