

	Session Leader	Title	Description
1.	Rebecca Austin	Reading for pleasure in and out of school	<p>"Literacy achieves our listed aim of empowerment by conferring the skill not just to read and write but to make these processes genuinely transformative, exciting children's imagination (another listed aim), extending their boundaries and enabling them to contemplate lives and worlds possible as well as actual" p269 Cambridge Primary Review</p> <p>This workshop will explore ways in which children's imaginations can be excited and their lives transformed through genuine and pleasurable engagement with texts in and out of school.</p>
2.	Tracy Parvin	Developing the art of storytelling in the primary classroom	<p>The Cambridge Primary Review highlighted the need for exciting children's imagination, dialogic collaboration and the celebration of culture and community. This workshop, therefore, will focus on the dialogic principles which underpin the development of the oral traditions of storytelling. At the heart of the method is the conviction that classroom storytelling (whether by teacher or child) should be a creative, empowering and flexible narrative construction. The aims are to encourage the development of approaches which ultimately enable children to construct their own retelling of tales, whether from their own experiences or cultural communities. In their retelling, the storyteller can draw on their own language patterns and explore how to exploit their non-verbal expressions.</p>
3.	Gina Donaldson	Applying mathematical ideas	<p>The Cambridge Primary Review highlighted a need to support teachers and children in applying mathematical ideas to meaningful contexts. This workshop sets out to explore with participants the effect of applying mathematics to meaningful contexts, which might be from stories or real life situations. It will consider the impact of this on the curriculum and children's understanding of mathematics. It will explore both theoretical and</p>

			practical issues. The workshop will also reflect on the way in which examples of Primary Mathematics Specialist Teachers have promoted the teaching and learning of applications of mathematics in their schools.
4.	James Archer & Judith Roden	Working towards a respectful science education	With science clearly on the current Government's agenda this workshop is intended to provide a timely opportunity for reflection. Through the use of hands-on activities delegates will look at what best practice in science education should look like. A focus on how we can respect children's experiences and voices within science education will be taken. The key principles of eliciting and valuing children's ideas and questions will be explored. Possible implications for planning and assessment will also be discussed.
5.	Alison Peacock	Digging deeper - exploring the Cambridge Review with Alison Peacock	Alison Peacock is Head Teacher at the Wroxham Primary School in Hertfordshire as well as the Network Leader for the Cambridge Primary Review. Through the combination of both of her leadership roles Alison ensures that her involvement in the Network activities remain firmly grounded in school and classroom life. In this workshop delegates will explore the Cambridge Primary Review and the significant implications recommendations have for primary practice.
6.	Karen Vincent	Listening to Children's voices in the Early Years.	<p>'Clearly, there is a steadily widening recognition that children's voices are worth listening to and that the benefits of doing so are many. Some argue that exploring children's experiences of teaching and learning provide valuable insights into the difficulties and challenges children experience in their learning.' P155 Cambridge Primary Review.</p> <p>How do we ensure that children continue to be interested, motivated and excited to learn in their earliest years of school? What can children tell us about their experiences of learning in the Early Years? Understanding children's attitudes towards their learning in order to build firm foundations and positive learning dispositions is key. This workshop will explore ways of listening to children in their earliest years of school and enable you to reflect upon how listening to children can enhance</p>

			your own teaching and learning strategies.
7.	Alan Pagden	Flexible Timing: Creating Space for the Arts, the Humanities and LOtC.	This workshop takes its lead from Alexander's (2010) call for the "flexible use of the 798-893 hours of teaching time" that is available through the school year. It picks up on his assertion that all areas of the curriculum should be regarded with equal seriousness in our endeavours to achieve quality whatever decisions are made about how much time is allocated to any given area (Alexander 2010, p.243). During the workshop one possible approach to flexible timetabling will be presented for discussion and delegates will be invited to share their experiences of practices in school and elsewhere.
8.	Peter Gregory	'Looking, talking and making' <i>– an exploration of the environment and 3D representations</i>	"... a 21st century education system should have creativity at its heart as an entitlement for all, through the national curriculum, as well as through specific courses in further and higher education where the arts, art, design should be nurtured and developed." Alexander, Steers et al (2011) 'The battle for arts and minds' The Observer, Sunday 4 September 2011 This workshop will allow participants to: Make detailed observations of the conference setting and environment Work collaboratively with colleagues and reflect on the benefits of talking together Undertake sculptural activity with malleable media Consider the importance of subject knowledge in developing artwork (Please do not wear best clothes/jewellery to this session)
9.	Vanessa Young	'Milk' your Musical Material! Quality rather than quantity!	"... breadth without quality is pointless, and without an unwavering commitment to high standards across the entire curriculum 'breadth and balance' is mere cliché." Robin Alexander (Director Cambridge Primary Review) TES 2011 With time for music limited, going for 'quality' rather than 'quantity' is an important principle. In this workshop, we take a simple musical idea and 'milk' it for all its musical potential, putting an emphasis on <i>the best</i> listening, performing, improvising, composing... to ensure that children

			have a genuinely worthwhile musical experience.
10.	Jonathan Barnes	'The arts, The curriculum and The Well Being of Children '	<p>The Cambridge Primary Review is the latest in a string of artists, teachers and psychologists to have focussed our minds on the well-being of the child. Many have also long suspected strong links between the arts and children's well-being. Yet famous depressive artists like Virginia Woolf or Vincent van Gogh, and my own experience of those beset by the competitive and often disappointing world of the professional arts, might suggest the opposite. In this introduction to his current research Jonathan Barnes explains how artists and children working together impact on the well-being of children, their teachers and that of the artists themselves. His paper outlines his research with artists working in three London schools and the recent Turner contemporary GENERATE project with artists from the University of the Creative Arts.</p>
11.	William Stow	'Pupil-led learning across the curriculum'	<p>Children's voices is one of the key themes of the Cambridge Primary Review; '... children's voices matter, and ...this ...leads back to the emphasis in <i>Children's Lives Outside School</i> on children's rights and the need to acknowledge and build on children's active role in their learning'</p> <p>This seminar will be an opportunity to explore ways in which pupils from age 5-11 can play an active and leading part in decision making about what and how they learn, in resourcing that learning and in evaluating its impact. In so doing, there can be tangible benefits to the children and the wider school community in terms of motivation, engagement and broader behaviour for learning.</p> <p>We will hear about a number of case studies of such work in Key Stages 1 and 2, and discuss their possible application to a range of settings.</p>