

Prerequisites

Minimum of one year working with the IPC, and experience with the IPC Assessment for Learning programme.

Pre-course Preparation

- Access to a laptop / tablet device, with your login for the IPC Members' Lounge will be useful over the two days.
- Please ensure you bring / have online access to the IPC Self-Review document (2nd edition) for Days 1 and 2.
- Please ensure you bring / have online access to an IPC unit of work that you would like to plan with during the practical planning session on Day 2.

Course Outline

Please note: the programme has been broken down into six sessions to match the slots we have available, but the content of these may flow into other sessions where one part is shorter / longer than another.

Day 1: Wednesday, 29 July 2015

Session 1 - *Are they busy, or are they busy learning?*

This first session will be spent considering the big question – are your children busy, or are they busy learning, and how do you know? What is learning, and can your teachers and children talk about it with confidence?

This session will start to pull together our ideas about, and definitions of, learning which we can use as a basis for the next two days. We will be linking our learning to the IPC Self-Review rubric 'A clear focus on improving learning'.

Session 2 - *The right mind set for learning*

Your teachers know what learning is, and your children can talk about it. But does your school (and by school we mean all stakeholders) have the right mind set for improving learning? In this session we will look at the importance of establishing a 'growth' mind set across the school, and explore some examples of how other schools are doing this.

Session 3 - *The importance of knowledge, skills and understanding*

In this final session of the day, we will drill deeper into learning and consider the three different types of learning: knowledge, skills and understanding.

We will try and get a 'sense' of each one so we are better equipped to signpost when these are taking place in the classroom to our children. This will culminate in the creation of some age and stage appropriate definitions that you can share with your children. We will also start to identify the 'core' knowledge, skills and understanding that you want children to take away from their IPC units of work.

We will be linking our learning to the IPC Self-Review rubric 'The significance and development of knowledge, skills and understanding'.

Day 2: Thursday, 30 July 2015

Session 4 - *What does research tell us about knowledge, skills and understanding?*

We'll start the day by looking into what recent research can tell us about knowledge, skills and understanding, and how this can help us with day-to-day learning and teaching. We will be referencing the work of Daniel T Willingham, John Hattie, Understanding by Design (Wiggins and McTighe) and Shirley Clarke, amongst others.

Session 5 - *Assessing and reporting*

How do we assess knowledge, skills and understanding? And what does this mean for our reporting processes? We will take some time to explore the IPC Assessment for Learning programme (which supports assessment of skills) and have a look at some thinking routines (by Harvard's 'Project Zero' team) which can help us to evaluate understanding.

We will be linking our learning to the IPC Self-Review rubric 'Assessment that improves learning'.

Session 6 - *Practical planning session*

In this final session, we will review everything we have learned so far and put it into practice through creating a medium term plan for your next unit of work. We will identify the 'core' knowledge, skills and understanding that we want children to take away from a unit, and plan in opportunities to develop and assess these accordingly in each lesson.