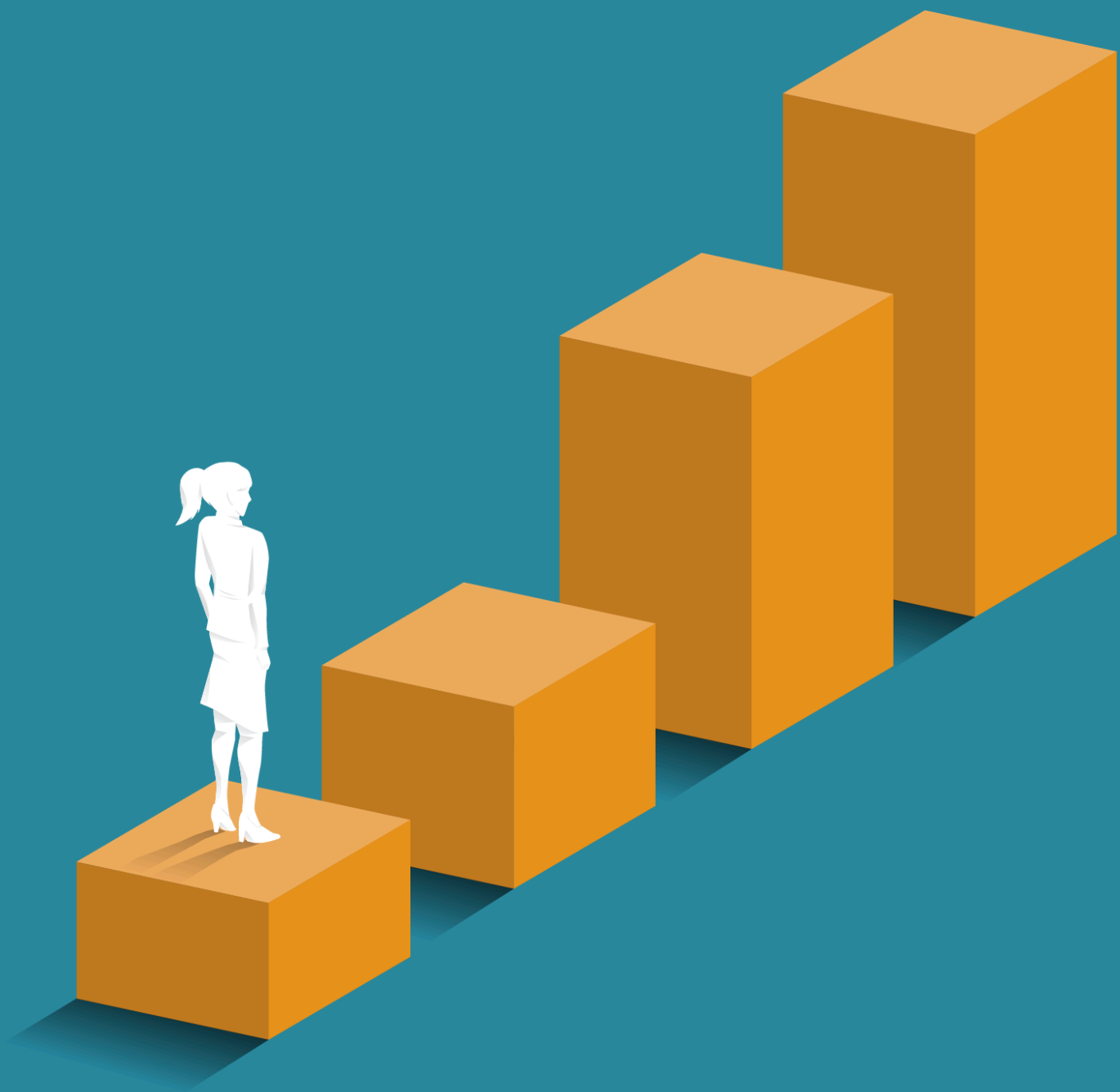




**‘Rethinking Top-Down Accountability in Schools’ with
Matt Morden, Edmund Coogan and Sarah Seleznyov**

The course

All leaders want to ensure high-quality teaching and learning in their schools. However, there are many methods and debates about how to make this happen. At Big Education, we believe in empowering teachers and staff by using a bottom-up approach to drive their own development and learning. We want to make an accountability system which is 'done with' not 'done to'. We want to move away from over-monitoring and a heavy handed 'Ofsted' style approach.

At our three schools (School21, Surrey Square and School360) we are rethinking accountability systems and processes. Our leaders want to have an accurate view of the school, but we also want staff to take pride in their development, be open about what they need to work on and take ownership of their own development.

To move to a Big Education, we need schools with a new culture. We need dialogue, which is honest, open and non-judgemental. We need teachers to become craftspeople to offer a big education. We need to move away from a culture of people doing things just because they have been told to do it. We need a simple, but profound shift, teachers telling leaders about their practice, not vice-versa.

This course is a case-study based course. You will hear of three different approaches we are using in our schools. There will be an honest discussion about the strengths and weaknesses of each approach as well as a change to reflect how these approaches may be implemented in your own setting.

Our aims

- To provide a space for structured reflection with other changemaker leaders about the type of accountability system you want in your school
- To present three different approaches to accountability based on our work, on the ground, in our schools
- To offer suggestions about how this might be implemented and to provide a space for you to explore if and how this might work in your school
- To provide you with resources which we have developed and curated

Community and follow-up network

Our courses are designed to not only help you be guided by an expert and provide you with resources, but also to develop into networks. We want this course to be the start of the journey, not the end - when the course content is complete, the community forum will continue. This is a space for you to connect with other changemaker leaders embarking on a similar journey.

Upload

As changemaker leaders, we do not expect you to be passive participants! All live sessions will be dialogic and the online sessions will encourage you to share your thoughts and experiences with the community. At the end, in order to successfully complete the course, we will ask you to submit an artefact to demonstrate the impact this course has had. After you have uploaded the artefact, we will send out your certificate! More information about the artefact will be released when the course begins.

Key dates and links

- **WED 23 Feb 2022 (16~17:30) - Webinar 1**
<https://us02web.zoom.us/j/87980949941?pwd=SFdyZ1hFU1dEdDIzTDY4RUhXV2tRZzO9>
Meeting ID: 879 8094 9941
Passcode: Z5EKcp
- **TUE 8 March 2022 (16~17:30) - Webinar 2**
<https://us02web.zoom.us/j/82607561623?pwd=bk01cmkvaEl5cU9iYVRQb3h4ZDhadzO9>
Meeting ID: 826 0756 1623
Passcode: jRQ7t9
- **MON 28 March 2022 (16~17:30) - Webinar 3**
<https://us02web.zoom.us/j/81178060847?pwd=VW5WYUUYWVJNM21TdjY2cFpYTGNqdzO9>
Meeting ID: 811 7806 0847
Passcode: gfeAC3

Modules

	Format	Areas covered
1	Online Surrey Square Flipped Quality Assurance	● Why do we need to rethink the way schools monitor? What is the purpose of quality assurance? ● What systems of monitoring standards does your school currently use? What are the pros and cons of these approaches? Intended and unintended consequences. ● What is Surrey Square's approach to monitoring and quality assurance? How does it work?
2	Webinar 1 Surrey Square Flipped Quality Assurance	● Discussion about rethinking monitoring ● Thoughts about Surrey Square's flipped QA model ● Questions and challenges

		• Time to think about and develop your own school monitoring system.
3	Online School 21 Subject Critical Review	• Coming Soon!
4	Webinar 2 School 21 Subject Critical Review	• Coming Soon!
5.	Online School360 Japanese Lesson Study	• Coming Soon!
6	Webinar 3 School360 Japanese Lesson Study	• Coming Soon!
7	Follow-up and community upload	• A chance to reflect on what we have discussed and share our thoughts.

About us - Course Leaders

Matt Morden (Co-Headteacher, Surrey Square Primary)

Matt started his teaching career back in 2003 and has worked in primary schools across Essex and London. Matt joined Surrey Square Primary in 2015 as Deputy Head Teacher and moved into the role of Co-Head Teacher in 2019 alongside Nicola Noble. Matt is passionate about rethinking the end of primary assessment to reflect this, believing that a fairer system must be developed; a broader assessment mechanism that doesn't just focus on a narrow set of outcomes based on a snapshot of one test result. Matt is a contributor to *More Than A Score's* recent dossier, *Drop SATS for Good*.

Edmund Coogan (Head of Curriculum & Standards 4-18, School 21)

Ed joined School 21 in September 2018 and has been leading the development of its 4-18 curriculum across the Head, Hand and Heart. School 21 offers more than just the standard curriculum and ensures a balance of learning across academic subjects, coaching and curriculum 21, which combines Real World Learning and Project Based Learning. As the Curriculum and Outcomes Lead for the school, Ed has been interested in developing a dialogic approach to

school accountability and evaluation. Ed has also been leading the school's Equity, Inclusion and Diversity working party along with the Head of Pupil Support to ensure that curriculum and practises at School 21 are deliberately reflective and inclusive of the community they serve.

Sarah Saleznyov (Co-Headteacher, School 360)

Sarah has worked in London schools for over 25 years. She has been a Deputy Head, a School Improvement Consultant and a School Improvement Partner across both primary and secondary schools. Before starting at School 360, she led the London South Teaching School Alliance and worked at the London Centre for Leadership in Learning, UCL Institute of Education. She is a specialist maths tutor on the Let's Think (Cognitive Acceleration) research project from King's College University and a PhD student at Vrije Universiteit Amsterdam, and a Trustee of the Collaborative Lesson Research UK group. Sarah also sits on the British Curriculum Forum and is a member of the British Educational Research Association Council.

About us - Big Education

Big Education is a Multi-Academy Trust and social enterprise. We believe that the education system needs to change and our mission is to deliver a bigger and bolder vision of what education can be.

Innovation is at the heart of our schools; we've built the capacity to think about a holistic education and experiment with new pedagogies.

Our schools, School 21 and Surrey Square Primary School, acted as outlier schools within the education system and provided a proof of concept that education can be done differently. With the mounting pressure of exam results and accountability measures, schools across the UK struggle to navigate the system to provide a holistic experience for their children - we call this a Paradigm A education.

We are playing an essential role in creating this change by exemplifying and developing leaders in new models and methods of education - we call this a 'Paradigm B' education.

Big Education is led by Co-Directors, Liz Robinson (previous Co-Headteacher of Surrey Square) and Peter Hyman (Co-Founder of School 21, former strategist to British PM Tony Blair), who are both thought leaders in the sector and bound by the belief that education must focus on the whole child, rather than solely academic success.

Through our philosophy of head (academics), the heart (character and wellbeing), and the hand (generating ideas, problem-solving, and making a difference), we believe we can prepare children, particularly those from the most deprived backgrounds, to thrive in the 21st century.