Developing your school with Cambridge
Cambridge Schools Conference

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Education fit for the future: Challenges

Schools are complex social organisations, an intricate web of interdependent parts… and they are becoming more complex…

- Impacts of globalisation… interconnected world.
- Changing nature of the workplace. Uncertainty.
- New skills needed to succeed.
- Today’s students are different.
- Continued or even increased pressure for the ‘best results’.
- Increased accountability… drive to improve performance.
- Research in cognitive science, neuroscience, genetics about how we learn.
Principles

Cambridge’s role is to support schools by providing excellent resources and services that exemplify researched best practice and are sensitive to different cultural contexts.

- Every school sets its own vision and is responsible for making this a reality.
- Each school owns its curriculum. One approach or framework does not fit all.
- The quality of teaching is the most critical factor in excellence.
- Leadership in schools must focus on learning.
- School improvement is a journey, not a destination, and ongoing critical self-evaluation is essential.
What Cambridge is doing and planning to do to improve our support for schools

- Expand our training offerings with quality
- Improve access to our Professional Development Qualifications with quality
- Teaching and learning area
- Improving our Teacher Support site
- Professional learning communities
- Developing your school with Cambridge – self-evaluation model
- Leadership training and support
- Cambridge Foundation programme
- The future is digital
- Results Analysis
- On-screen assessment
Expand our training offerings with quality

- 1200+ events annually
- Professional development and training
  - Introductory
  - Extension
  - Enrichment
- We are developing in-country training capacity by selecting and training trainers based in different countries
- New quality assurance standards and practices to ensure universal quality
Improve access to our Professional Development Qualifications with quality.
Cambridge Professional Development Qualifications (PDQs)

- In-service teachers and leaders
- Local PDQ Centres:
  - Cambridge schools
  - Cambridge Professional Development Centres
  - National authorities
- Programme leaders:
  - Trained and accredited by Cambridge
  - Responsible for the design and delivery of their own programmes
- Assessment by portfolio:
  - Examined for evidence of practice, learning and reflection
  - Submitted electronically to Cambridge for assessment when candidates are ready

www.cie.org.uk/pdq
Teaching and learning area

- A series of resources to support teaching and learning, which:
  - explore different aspects of educational practice, from designing a curriculum to improving quality of classroom activity (see Getting Started With Active Learning)
  - examine educational themes and show how they are relevant to Cambridge.
- Blog posts written by education experts and specialists at Cambridge

www.cie.org.uk/teaching-and-learning
Support sites: Vision for the future

- Single, centralised, new teacher support portal for our schools, providing information, services and support for all our programmes.
- Bring together a range of new and existing services.
- Improve the design and navigation (mid-2017).

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**Cambridge Primary**
5 to 11 year olds*

**Cambridge Secondary 1**
11 to 14 year olds*

**Cambridge Secondary 2**
14 to 16 year olds*

**Cambridge Advanced**
16 to 19 year olds*

- Syllabus information
- Professional development
- Resources
- Learners and learner groups
- On-Demand testing
- Events
- Results Analysis
- Formative reporting
Online Professional Development Learning Community

The learning community currently provides online professional development courses and communities to Cambridge teachers, programme leaders of Cambridge’s Professional Development Qualifications, and school leaders taking part in the Leadership for Learning project.

Future plans (over the next two years):

- Increase the quantity and variety of professional development courses and resources.
- Develop more sophisticated learning experiences that will provide teachers and school leaders with a blend of online and face-to-face learning to allow members to engage with professional development at the time and place that suits them.
- Expand community functions for teachers and school leaders to provide members with increased opportunities for collaboration.
- Provide tools and advice to help members to record and reflect on the most effective ways to further develop their practice.
Ongoing professional learning collaborative practice

Teachers jointly engaged in an empirical, routine and applied study of their own professional practice. [Source: NFER research programme. What leads to positive change in teaching practice 2012]
Leadership for Learning (LfL) at the University of Cambridge Faculty of Education is a vibrant network concerned with learning and leadership and their inter-relationship.

Developing strategies that enhance learning for all in schools requires collective human agency. Leadership and learning linked through a knowledge of the schools context.

LfL practice is based on the following beliefs:

- Learning and leadership are a shared as much as an individual enterprise.
- Leadership should be 'distributed' and exercised at every level.
- Collaborative modes of working strengthen both teams and individuals.
- An independent, critical perspective, informed by research is vital.
- The status quo and received wisdom should be persistently questioned.

See Macbeath and Cheng 2008 and www.educ.cam.ac.uk/centres/lfl/
Developing your school with Cambridge

- One of our new resources in the teaching and learning area.
- Focuses on classroom-level activity.
- Provides guidance and support to schools wanting to improve the quality of teaching and learning.
- Download in full or by chapter.

www.cie.org.uk/teaching-and-learning/
Developing your school with Cambridge guide and resources

Aims:

1. Provide an *introduction to school development*.

2. Help school leaders and teachers to understand, and put into practice in their own context, some of the important lessons learned from international work on raising quality standards and improving educational outcomes.

3. The guide is about how schools build on Cambridge registration standards.

4. Designed to complement *Implementing the curriculum with Cambridge: A guide for school leaders* and other Cambridge resources.

- The primary **audience** for the guide is schools that are newly registered with Cambridge, but it will also be of interest to schools going through the registration process, and to well-established schools.

- Designed to be a user-friendly and practical manual that will be supported by a resource area. **The resource area will become more significant than the guide.**
Contents

Introduction (with corresponding sections in the teacher support area)
  ▸ Creating the school development plan
  ▸ Developing policies that support improvements in teaching and learning
  ▸ Teaching the Cambridge programme
  ▸ Improving student learning through assessment and feedback
  ▸ Evaluating teaching
  ▸ Planning and managing a whole-school professional development programme
  ▸ Working with us

Annotated bibliography

Glossary
Leadership training and support

- Identify a talented and experienced group of school leaders
- Work with these leaders on developing and providing training events for Cambridge school leaders
- Consultancy service
The future is digital

- Technology is set to transform education, including educational assessment
- In the future examinations and tests will be 100% digital
- Ours will be a gradual evolution-led good practice rather than just what is technologically possible
Results analysis

- More detailed results data to support teaching and learning
- Initially for five Cambridge IGCSEs:
  - Mathematics (0580)
  - Biology (0610)
  - Chemistry (0620)
  - Physics (0625)
  - Business Studies (0450)
- Available through CIE Direct and Teacher Support
- Initially available for Cambridge International Schools
- Help you understand in more detail how your students are learning
- Identify areas of strengths and weaknesses to focus teaching
- Includes topic-level reporting and functionality to create different reports
Proportion of available marks scored per topic
Why on-screen testing?

- Customer demand is growing
- Learners increasingly work on screen
- Assessment must reflect learning
- Market forces and competition

The Cambridge approach

- Always led by best practice, not technology
- A gradual evolution and rollout
- Extensive trialling of materials before release
- Paper-based options will continue to be available
Cambridge aims to:

- investigate innovative approaches to assessment
- assess skills and knowledge not possible on paper
- improve validity through new question types that better reflect the topic
- create formative classroom tests with powerful tools for teachers
- provide diagnostic data to support learning, aligned to frameworks.
On-screen assessment must conform to our overarching principles to be:

- valid
- reliable
- practicable
- authenticated.

Cambridge on-screen assessments will be introduced over time, starting in late 2016.

We will work in partnership with you to deliver the best outcomes for Cambridge learners.
What are we developing?

There will be two strands to our on-screen offer.

**Formative**
- Cambridge Progression Tests (on-screen)
- Cambridge Topic Tests (working title only, name to be confirmed)

**Summative**
- Cambridge Secondary 1 Checkpoint (on-screen)
- Cambridge IGCSE (on-screen)
- Cambridge International AS&A Level (on-screen)
How will on-screen assessments be delivered?

Summative and formative operate on different systems

**Formative**
Access through the new Primary and Secondary 1 support sites

- Tests are held in the schools account until assigned to the student
- Tests may be taken at any time
- A test is ‘spent’ when the student competes it
- Security is managed in school

**Summative**
An established, reliable secure test delivery system

- Bank-level security
- Tests booked via CIE Direct, as normal
- ‘Lock down’ browser during test
- Tests are held on the school network
- No need for a live internet connection during test
- Responses are delivered securely online back to Cambridge for marking
Cambridge Primary and Secondary 1 support sites

- Launching in January 2017
- Revised and updated sites on a modern platform
- These will offer a significantly improved user experience through:
  - better navigation
  - improved reporting functionality
  - flexible management of learners and learner groups
  - offering on-screen marking for teachers
  - interactive reporting on test results to inform teaching and learning in the classroom.
Our on-screen products

Cambridge Secondary 1 Checkpoint English and Science (on-screen)

Feedback from schools taking part in pilots:

- ‘Students are motivated to take the exam on screen because they are part of a technically proficient generation.’
- ‘Students appreciate being able to edit their answers without messing up their answer scripts. Students who are slow at writing or have poor handwriting benefit from being able to type.’
- ‘There is no administrative hassle of checking candidate details, packing papers and posting.’
- ‘Less stressful managing students and invigilators. No collecting of papers. No management issue after the exam is over.’
Our on-screen products

Cambridge Topic Tests (working title only, name to be confirmed)

- Designed to support teaching and learning in the classroom.
- These are tests that are taken on completion of a specific unit within a syllabus, throughout a Cambridge IGCSE or Cambridge International A Level course.
- They will cover specific syllabus content and align with the assessment objectives.
- Topic tests will provide valuable feedback for teachers on learner progress within their class.
- Available on screen only.
- Our first Topic Tests are due to be available in September 2017 for Cambridge IGCSE Biology, Physics and Chemistry.
- There will be 10-12 tests available for each subject.
The purpose of endorsing textbooks is to:

- ensure that textbooks are available at the time of first teaching
- ensure that syllabuses are covered in full by learning materials
- discourage approaches which simply ‘teach to the test’
- provide confidence and reassurance to teachers
- uphold and raise standards of teaching and learning resources.
Endorsing textbooks and resources

- Cambridge has an ‘open door’ policy that supports a wide range of publishers creating materials to support our syllabuses.
- Cambridge aims to have a broad range of endorsed resources available to support our largest syllabuses.
- This allows teachers to choose materials that match their teaching style.
- It enables books at different price points to suit different markets.
- We ask our key publishing partners to publish for lower-entry syllabuses.
- We work with international and local publishers.
Making sure schools know about our endorsed resources

› ‘What’s New’ pages
  Appear on our website in September the year before first teaching
Cambridge IGCSE, O Level and International A Level

Cambridge IGCSE Biology Teacher’s Resource CD-ROM Third Edition

Endorsed by Cambridge

Description

Provides support for teachers for the syllabus for examination from 2016.
Features of this resource include editable teaching notes for each chapter including lesson plans, common misconceptions and homework ideas, editable worksheets and answers, activity guidance notes and animations to help students to visualise key concepts.

Further information and sample material for this resource

> Publisher website

Related endorsed titles

> Student book
Endorsed titles to support students 5–19

Endorsed titles currently in the market

51 Cambridge International A Level
120 Cambridge IGCSE
54 Cambridge O Level
94 Cambridge Secondary 1
13 Cambridge Primary Schemes
1. What more could Cambridge do to support schools?

2. What more could schools or school associations do, in collaboration with Cambridge, to help schools improve?

Please consider this question with those seated around you (10 minutes).

We will close with a general discussion and questions.