

Improving continuity in maths across the transition between primary and secondary school

(year 5 to 8)

NCP17-10



Overview

This Work Group aims to help teachers improve the chances of pupils experiencing a smooth transition in their maths learning between primary and secondary school. The Work Group will address key issues by looking at a specific curriculum area, or pedagogical theme and collaboratively developing models of continuity of approach that support pupils through the transition phase.

Who is this for?

The Work Group is aimed at linked pairs (or small groups) from neighbouring secondary and primary schools, with one or two teachers participating from each school. Secondary schools working with their feeder primary schools are particularly suited. Teachers will need to be released for a number of half-days over the year.

What is involved?

After the whole Work Group meets and agrees an aspect of maths to concentrate on, each cluster (one secondary plus one or more primary schools) will spend structured time in each other's schools, to:

- plan, deliver, observe and discuss lessons aimed to focus on a research question
- develop and trial new approaches to the chosen area of the curriculum or pedagogy

Later in the year, the whole Work Group meets again to share experiences, draw conclusions and evaluate.

Intended Outcomes

- Teachers develop an increased knowledge, understanding and experience of the mathematics curriculum at KS2 and 3
- Teachers develop or refine their understanding of the key principles of teaching for mastery allied to an understanding of what pupils leaving KS2 are expected/able to do at different levels of attainment
- Teachers develop sustainable and efficient methods of sharing practice and models of working with colleagues in other participating schools
- Teachers are able to point to signs of improved pupil understanding in some curriculum or pedagogical areas as a result of Work group activity.

Improving continuity in maths across the transition between primary and secondary school

The wider context

There is evidence that many children, especially those in vulnerable groups, make slow progress in mathematics across KS3

Studies* have shown that where transition work includes curriculum and pedagogical aspects as well as pastoral intervention, rates of progress in mathematics are seen to be better

Recent changes to the National Curriculum and to testing have increased the importance of both KS2 and KS3 teachers to reflecting on this phase of transition

Where collaboration between KS2 and KS3 settings is stronger, progress is improved

*[OfSTED: Key Stage 3: the wasted years](#) (Sept 2015)

Expectations of participants and their schools

- Teachers and their schools need to demonstrate the capacity to develop a curricular or pedagogical aspect as part of the Work Group
- Schools need to release teachers to attend meetings, take part in collaborative work with partner schools and contribute to shared planning and other documentation
- Schools will facilitate visits from the Work Group Lead (WGL) to the school, including the release time of members of staff and SLT to work with the WGL
- To commit to collecting and analysing quantitative and qualitative data relating to evaluation of the project
- To engage with Lesson Study style CPD with teachers from their own and other schools in the project

Funding

There is no charge for teachers and schools to take part in this Work Group. All costs are met by Maths Hub funds

Who is leading the Work Group?

Livia Mitson and Jan Carver

If I'm interested, what next?

Dates: 14th March 2018, 9th May 2018

Venue: Impington Village College, CB24 9LX

Time: 4 pm – 6pm

Book at <https://cmh-yr5toyr8maths.eventbrite.co.uk>