

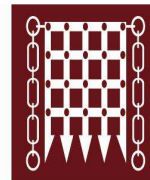
**Westminster Education Forum Keynote Seminar: The future for Mathematics education post-16 - quantitative skills, new A-levels and teacher development**

Timing: Morning, Tuesday, 24<sup>th</sup> April 2018

Venue: Central London

Draft agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**  
Senior Parliamentarian
- 9.05 - 9.30 **Priorities for increasing Maths uptake post-16**  
**Professor Sir Adrian Smith FRS**, Vice-Chancellor, University of London and Lead, 16-18 Mathematics Review  
Questions and comments from the floor
- 9.30 - 9.40 **Reforming functional skills: progress so far**  
**Emma Leary**, Associate Director of Vocational and Technical Qualifications Policy, Ofqual
- 9.40 - 10.30 **Improving quantitative skills across the ability range: alternative qualifications, the role of colleges and industry, and preparing for T-levels**  
*Following the Government's announcement that the Mathematics re-sit policy will be monitored and reviewed, what should be the priorities for improving Mathematics education for students who do not achieve a pass at GCSE; what alternative qualifications could be used to improve their quantitative skills and what support do colleges in particular need to support this provision? Should there be an alternative post-16 Mathematics qualification that focuses on the Maths skills needed for everyday life for students who fail to achieve a good grade at GCSE, as suggested by Mathematics in Education and Industry? Ahead of the introduction of T-levels from 2019, how can quantitative skills be best embedded into each pathway and what should be the role of employers in establishing the curricula?*  
**Mike Ellicock**, Chief Executive, National Numeracy  
**Professor Emma McCoy**, Member, Advisory Committee on Mathematics Education, Royal Society and Professor of Statistics and Vice-Dean (Education), Faculty of Natural Sciences, Imperial College London  
**Catherine Sezen**, Senior Policy Manager, 14-19 and Curriculum, Association of Colleges  
**Nick Groves**, Associate Director (3Ts Service Modernisation) & Trust Workforce Transformation Lead, Brighton & Sussex University Hospitals NHS Trust  
Questions and comments from the floor with **Emma Leary**, Associate Director of Vocational and Technical Qualifications Policy, Ofqual
- 10.30 - 10.35 **Chair's closing remarks**  
Senior Parliamentarian
- 10.35 - 11.00 Coffee
- 11.00 - 11.05 **Chair's opening remarks**  
**Lord Lucas**
- 11.05 - 11.30 **Building teaching capacity in post-16 Maths: recruitment and CPD**  
*What more can be done to improve the professional development and support provided to Maths teachers in order to help with retention and confidence in teaching? What innovative approaches can be taken to tackle recruitment issues in post-16 Maths teaching; should, as recommended by the Smith Review, the Government fund online courses to increase the numbers of teachers able to teach Maths in technical education and Core Maths routes?*  
**Sue Southwood**, Head of English and Maths, Professional Standards and Workforce Development, Education and Training Foundation  
**Charlie Stripp**, Chief Executive, Mathematics in Education and Industry and Director, National Centre for Excellence in the Teaching of Mathematics  
Questions and comments from the floor
- 11.30 - 11.40 **Assessment and the reformed A-level qualifications**  
**Alison Tonkin**, Senior Manager, Standards, Ofqual
- 11.40 - 12.35 **Raising the quality of Level 3 Maths education: funding, increasing uptake and progress in implementing the new A-levels**  
*How can more schools be encouraged to offer Core Maths, including options for improving the marketing of the qualification? Following the announcement of funding for a Level 3 Support Programme, what lessons can be learnt from previous support programmes? What sort of interventions - such as school partnerships with national organisations - could be used to address regional imbalances in the uptake of Level 3 Maths? How could funding mechanisms be altered to encourage more schools to offer Maths and Further Maths at A-level? What has been the impact so far of the implementation of the new, linear Maths A-levels? How can universities effectively signpost the value of Level 3 Mathematics qualifications in their admission processes, and what forms of direct support from universities to schools and colleges would be most valuable? What impact will the Government's commitment to provide schools and colleges with £600 for every extra pupil that studies A-level Mathematics, have on the post-16 uptake of Mathematics?*  
**Rose-Marie Rochester**, Maths Hub Lead (Secondary), Archimedes NE Maths Hub, Carmel College, County Durham  
**Will Hornby**, Subject Adviser, Mathematics, OCR  
**Mick Blaylock**, Mathematics Education Consultant and former Head, Core Maths Support Programme  
**Professor Paul Glaister**, University of Reading and Chair, The Joint Mathematical Council of the UK (JMC)  
**Conrad Wolfram**, Director of Strategic and International Development, Wolfram Research  
Questions and comments from the floor with **Alison Tonkin**, Senior Manager, Standards, Ofqual
- 12.35 - 12.55 **Policy priorities for improving post-16 Mathematics education**  
**Will Longhill**, Team Leader, Maths Strategy, Department for Education  
Questions and comments from the floor
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**  
**Lord Lucas**  
**Sean Cudmore**, Deputy Editor, Westminster Education Forum



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