

Westminster Education Forum Keynote Seminar: Reforming maths qualifications in England - GCSEs, A-Levels, core maths and compulsory courses post-16

Timing: Morning, Monday, 23rd May 2016

Venue: Glaziers Hall, 9 Montague Close, London SE1 9DD



**WESTMINSTER
EDUCATION
FORUM**

Agenda subject to change

- 8.30 - 9.00 Registration and coffee
- 9.00 - 9.05 **Chair's opening remarks**
Julie Elliott MP, Member, Culture, Media and Sport Select Committee
- 9.05 - 9.45 **Mathematics teaching - next steps for teacher recruitment and professional development**
With maths teacher recruitment claimed to be in a 'critical' state, what more can be done to attract graduates to the profession, or encourage working teachers to switch to maths positions in schools? Are current government initiatives sufficient to alleviate the teaching shortages in subjects such as maths? Alongside financial incentives, what factors influence the direction young teachers take in their careers? In what ways might professional development in maths teaching be improved to help with recruitment and teaching confidence? What has been the effect of maths hubs in supporting teachers and teaching?
Anne Haworth, Chair of General Council, Association of Teachers of Mathematics
Dr Jennie Golding, Institute of Education, University College London and President, The Mathematical Association
Questions and comments from the floor
- 9.45 - 10.10 **Reforms to England's maths qualifications - policy priorities**
Dr Vanessa Pittard, Assistant Director, Curriculum and Standards, Department for Education
Questions and comments from the floor
- 10.10 - 10.50 **Implementing the new maths GCSE - progress so far and future challenges**
Perspectives on the implementation of the new maths GCSE in schools one year on from first teaching. What impact has the perceived teacher recruitment 'crisis' had on implementation? With the new GCSE requiring more teaching time, what steps are schools taking to address workforce and timetabling challenges? Will the new GCSEs, with their increased focus on problem solving, lead to an uptake in maths at the post-16 level and effectively prepare students for maths later in life? With claims that the new maths GCSE examinations have become harder, have students and teachers been sufficiently supported to ensure that progress is maintained? How justified are concerns that the implementation of numerical grading from 2017 will mean some students receive a lower grade than under the current alphabetical system, and how should any issues arising from this be addressed?
Professor Anne Watson, Emeritus Professor of Mathematics Education, University of Oxford
Andrew Taylor, Head of Mathematics, AQA
Peter Mattock, Head of Mathematics, Brockington College, Leicestershire
Questions and comments from the floor
- 10.50 - 10.55 **Chair's closing remarks**
Julie Elliott MP, Member, Culture, Media and Sport Select Committee
- 10.55 - 11.20 Coffee
- 11.20 - 11.25 **Chair's opening remarks**
Karen Lumley MP, Member, Finance Select Committee
- 11.25 - 11.55 **Compulsory maths provision post-16 - support for students, providers and raising attainment**
What impact has Government's decision to make pupils who don't achieve a pass at GCSE carry on studying until they pass or reach 18 had on post-16 providers - particularly in terms of the demands placed on their resources, workforce and timetabling? With the recent government announcement of a review into making 'all or more' students study maths until the age of 18, what impact will this have on schools resources and workforce? With many students who resit maths at this stage failing or dropping grades what further support can be provided for students and teachers? What can be done to inspire students taking these compulsory courses at a post-16 level to ensure they achieve their potential?
Mike Ellicock, Chief Executive, National Numeracy
Catherine Sezen, Senior Policy Manager, 14-19, Association of Colleges
Questions and comments from the floor
- 11.55 - 12.05 **Assessment and the reformed qualifications**
Phil Carr, Senior Manager of Standards, Design and Development, Ofsted
- 12.05 - 12.55 **A-Level maths - teaching, increasing uptake and the impact of 'core maths'**
With the introduction of new specifications for both A-Level maths and further maths what are the key challenges for teachers and schools in preparing to implement the new course by September 2017? Is the changed focus of the qualification likely to succeed in increasing the preparedness of students for higher education, both in STEM subjects and those which require mathematical analysis? What should be done to address concerns about there being enough teachers with confidence in teaching modules such as statistics and mechanics at A-Level? Considering that three times as many boys take A-Level maths as girls, to what extent will 'core maths' and the new problem solving A-Level help increase uptake amongst girls within these subjects, both at A-Level and in Higher Education? What can be learnt from the implementation of 'core maths' in September 2015 and what are the indications as to whether the needs of employers and Higher Education institutions are being met by this new course?
Mick Blaylock, Head of Core Maths Support Programme, Education Development Trust
Professor Paul Glaister, Head, Mathematics and Statistics, University of Reading; Member, ALMAB, ALCAB; Consultant, CMSP; External Expert, Ofqual and Chair, Joint Mathematical Council UK
Kerry Burnham, Headteacher, Exeter Mathematics School, Devon
Will Hornby, Subject Specialist, Maths and Technicals, OCR
Questions and comments from the floor with **Phil Carr**, Senior Manager of Standards, Design and Development, Ofsted
- 12.55 - 13.00 **Chair's and Westminster Education Forum closing remarks**
Karen Lumley MP, Member, Finance Select Committee
Sean Cudmore, Deputy Editor, Westminster Education Forum