

# Year 5-8 Continuity Work Groups

Maths Hubs Network  
Collaborative Projects 2020/21  
NCP20-17



## OUTLINE

Work Groups in this project aim to strengthen the transition from primary to secondary school by focusing on curriculum and pedagogical continuity over Years 5 to 8.

Central to the Work Group is the promotion of cross phase communication between teachers to address issues of maths knowledge and learning transition as distinct from pastoral considerations. Whilst many Work Groups will focus on using Multiplicative Reasoning resources, Work Groups can explore any aspect of the KS2/3 curriculum.

## HOW TO APPLY

Apply: Contact Jackie Springhall

Email: [jspringhall@carmel.bhcet.org.uk](mailto:jspringhall@carmel.bhcet.org.uk)  
Course dates and venues will be confirmed

## DETAILS

### What is involved?

There will be three face-to-face (or online) Work Group meetings with school-based tasks for participants to complete and reflect upon between each meeting.

A lesson study approach is encouraged where all participants focus on a particular aspect of the maths curriculum and work collaboratively to develop this in their schools. Cross-phase classroom observation and discussion of practice is encouraged wherever possible. Participants are expected to consider ways to develop the approaches explored during the project with other staff in their schools.

### Who can apply?

Participants should be teachers of Years 5-8 in primary, secondary, middle school and all-through schools who have some responsibility for curriculum development, e.g. primary school maths leads/secondary heads of department.

Linked 'families' of schools are encouraged to take part: ideally teachers from two (or more) secondary schools and some of their associated primary schools will work together.

### What is the cost?

The Year 5-8 Continuity project is **fully funded** by the Maths Hubs Programme so is **free** to participating schools.

## BENEFITS

Participants and their schools will:

- ✓ deepen knowledge and understanding of the curriculum across KS2 and KS3 and the expectations of pupils at the end of each KS
- ✓ understand the approaches which will support pupils as they move from KS2 to KS3, including the importance of consistency of language and representations
- ✓ make use of common approaches, representations and language across phases
- ✓ develop collaboration between primary and secondary colleagues on issues of curriculum and pedagogy, making them part of the school's transition practice (and policy)

### Covid Recovery

The school year 2020/21 will be substantially affected by the impact of the coronavirus outbreak. The knock-on effects on school life and teachers' working lives can't be predicted with any certainty. So, all Maths Hubs work will be flexible and adapt to changing realities. There's likely to be more live online collaboration, often including use of video, for example. In addition, Work Group content will be adjusted to address schools' recovery from coronavirus-related disruption alongside work on the central maths subject matter of each project.

# Year 5-8 Continuity Work Groups

## Additional Information

Maths Hubs Network  
Collaborative Projects 2020/21

NCP20-17



## The wider context

The Work Groups in this project promote teaching for mastery approaches across the KS2-3 boundary to ensure consistency in the pupil experience. This addresses two aims:

- (primary) all pupils develop deep knowledge, understanding and confidence, and are well prepared for the secondary maths curriculum
- (secondary) working with schools to address specific challenges in secondary maths teaching through the use of teaching for mastery approaches.

This project aims to avoid the dip in attainment which is often reported as pupils move from primary to secondary education.

## Expectations of participants and their schools

Schools must be able to commit to the full academic year's programme. This involves a total of three days of face-to-face support across the academic year, as well as classroom and school-based activity. Participants must also be supported by their school leadership to explore outcomes from the project with other colleagues in their school.