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| **NCP23-19: Years 5-8 Continuity Work Groups** | | | |
| **Phase** | Primary and Secondary | **Strategic goal** | Primary/Secondary |
| **Project year** | 6 | **Type** | Work Group |

## **NCP23-19 Project details**

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| **Why is this project needed, what does it involve and what are the common features across the intended activity?** |
| Transition from KS2 to KS3 has been repeatedly identified as a hiatus point for many students. One of the issues noted is that schools often focus on pastoral transition rather than curriculum transition. In the wake of the disruption caused by the pandemic, this disconnect has perhaps been heightened, and will continue to have impact for a number of years. To make transition for students more effective, it is important to perceive it not just as the transition from the end of Year 6 to the start of Year 7, but to place the transition in a much wider context so that students are well-prepared for KS3, and also so that their KS3 work continues from KS2 rather than repeating learning or missing out chunks of content.  The Work Group focuses on curriculum and pedagogical knowledge across the KS2-3 transition from Years 5 – 8. Through cross-phase collaboration, primary participants gain a deeper understanding of how the maths in the primary curriculum develops in KS3, and secondary participants deepen their understanding of the KS2 curriculum and how key concepts are developed and represented at KS2. The combination of this curriculum and pedagogical understanding allows schools to work together to ensure continuity in experience for students as they move from KS2 to KS3. The longer-term aim of these Work Groups is that there is a change in transition practice in participating schools, leading to a sustained improvement in transition in maths and perhaps beyond.  Participants have the opportunity to collaborate with colleagues from across KS2 and KS3 by working on mathematical tasks together, reflecting on the resulting activity and learning. The programme comprises:   * whole group sessions involving collaboration on different aspects of curriculum and/or pedagogy * high-quality PD resources to support a more coherent KS2-KS3 transition, with themes including oracy, algebraic thinking and multiplicative reasoning * class-based sessions to see the resources in use with students * school-based tasks to try new approaches with participants’ own students and opportunities for reflection on how the approaches promoted impact on students.   Work Group Leads aim to hold sessions in KS2 and KS3 settings, offering the chance to see the tasks in the context of a classroom. School-based tasks between meetings encourage participants to make use of the resources with their own students, focusing on a small group to evaluate the impact on attitude and learning. These tasks and reflections are supported by encouraging the use of online communication (e.g. Basecamp) to continue the collaboration between whole group sessions.  The programme provides the opportunity for participants to develop their practice through a deeper understanding of the broader maths curriculum and through exploring pedagogical approaches which result in improved student engagement and progress. It aims to ensure that pedagogy and practice allows students to make good progress and develop a deep and sustained understanding as they transition from the KS2 to KS3 curriculum. |

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| **Who are the intended participants in this project and what is the expected commitment?** |
| The intended participants are those who teach and/or have responsibility for the curriculum in Years 5-8. Participants may be subject leaders or teachers with responsibility for transition in a school. All the approaches used in sessions are in line with the NCETM’s Essence of Mathematics Teaching for Mastery, although some schools will not have engaged with teaching for mastery programmes before becoming part of a Years 5-8 Continuity Work Group.  Participants are expected to attend the equivalent of three full days of workshops and to complete school-based tasks between sessions. These tasks may include trying out an activity with students, observing the impact of different pedagogical approaches in their own class, reflecting on these activities and preparing brief notes to support discussions in the following workshop. They may also be asked to contribute to online forum discussions.  Participants need to be supported to try out different tasks with their students and be released to attend workshops. If participants are not able to incorporate tasks from the programme, they will not be able to reflect on the impact that different approaches might have on students. Schools need to be open to new ideas around pedagogy in maths and to a development of their transition practice. It is expected that activity associated with this project is sustained over the school year, across two terms at least. |

## **NCP23-19 Project outcomes**

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| **What are the intended outcomes of this project?** |
| **Student outcomes**  Students:   * are better prepared for the curriculum transition from KS2 to KS3 * in KS3 show improved understanding of the chosen topics, based on strong connections with KS2 foundations * in KS2 and KS3 demonstrate a positive attitude to maths. |
| **Whole school/departmental policies and approaches**  Participants will work with their school/subject leaders to ensure that:   * collaboration between primary and secondary colleagues on issues of curriculum and pedagogy is a normal part of the school’s transition practice (and policy) * curriculum planning at KS3 is better informed by KS2 content * curriculum planning at KS2 identifies the priority learning which underpins progression, preparing them for the KS3 curriculum. |
| **Practice development**  All participants will:   * ensure that lesson design and pedagogy demonstrate a secure knowledge of curriculum continuity * develop understanding of how learning in KS2 develops in KS3.   Primary participants will also:   * change practice to address areas where there are possible barriers to progress in KS3 (avoiding teaching to ‘dead ends’).   Secondary participants will also:   * make use of approaches, representations and language commonly seen in primary practice. |
| **Professional learning**  Work Group Leads, participants, and the teachers in their schools will:   * have a deeper knowledge and understanding of the curriculum across KS2 and KS3, including the expectations of students at the end of each key stage in relation to specific areas of the curriculum * have a deeper understanding of the approaches which will support students as they move from KS2 to KS3, including the importance of consistency of language and representations specifically relating to specific areas of the curriculum |

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| **How have previous participants/schools benefitted from taking part in this project?** |
| **Comments from participants and Work Group Leads**   * “Participants found that exploring the different activities which could be used cross-phase deepened their understanding of meeting the needs of all students” – Work Group Lead * “After watching and discussing the 'Final Scores' Checkpoint, a primary participant talked about the need to know more about the way ideas introduced in Years 5/6 are developed into KS3 and beyond” – Work Group Lead * “When I develop the scheme of learning for next year, I will be including tasks that allow the students to think and also placing key visualisations into the document alongside questions for staff to use which promote reasoning from the students” – secondary participant * “Participants all reported positive responses from children in response to their use of (a) different representations and (b) more collaborative problem-solving tasks. The variety in the students’ responses was evidenced in the sample work shared by participants during sessions” – Work Group Lead.   75% of participants reported that the active promotion of rigorous use of mathematical language, dialogue and discussion was now established in their classroom, and, in over half of participating schools, this was now established beyond the participating teachers. |