

AQA SYMPOSIUM: LEARNERS AND MATHEMATICS IN TRANSITION

Venue: The Wallace Space, 22 Duke's Road, London, WC1H 9PN

Location map:

http://www.wallacespace.com/location_sp.html

Coffee and arrivals from: 9.30am

Programme runs from 10am – 15.50pm

Background to the day as described by the organisers of the event can be accessed here: (link)

There is substantial policy-level interest in mathematics at the moment. Professor Alison Wolf recommended that all students who did not achieve a grade C or above in mathematics at age-16 should continue to study the subject post-16. Mr Michael Gove has expressed an ambition for a far greater proportion of students to be studying mathematics post-16 and the recent consultation document on Study Programmes for 16-19 year olds specifically asks about what could be done “to encourage more young people who have already achieved GCSE A*-C to study maths” and what provision for them might look like.

The purpose of this symposium is to consider ways in which AQA can work with the mathematics education community to support students to engage with and make progress in mathematics. During the course of the day, we will consider:

- empirical data on engagement/progression
- potential affordances and constraints to engagement/progression
- approaches to overcoming blocks to engagement/progression
- ways in which AQA can work with key stakeholders to support students.

Our approach will be to combine input from the Transitions in Mathematics team and the AQA Centre for Education Research and Policy with opportunities for discussion.

PROGRAMME FOR THE DAY

10.00: Welcome and introduction to the day (Andrew Taylor, Head of Mathematics, AQA)

10.15: **What do we know about participation and engagement in GCE Mathematics?**

- The 14-19 phase (Evaluating Mathematics Pathways project – Andy Noyes)
- Dispositions, motivations, aspirations (speaker from Transmaths)

Discussion point: What additional insights can participants offer?

11.10: **What do we know about students and mathematics in transition?** (speaker from Transmaths)

11.40: Coffee

11.55: **Background: How do we engage students in mathematics 14-19?**

- Choosing to study mathematics: making subject choices (speaker from CERP)
- Student trajectories (speaker from Transmaths)

Discussion point: What further work do we need to do to engage students in mathematics 14-19?

- *What additional insights can participants offer?*
- *What might an appropriate range of provision look like?*
- *What impact might there be on teaching and learning and how can we support good practice?*
- *What approaches to assessment could support good teaching and learning?*

1.00: Lunch

1.45: **What is the effect of self-efficacy on students' participation?** (speakers from CERP and Transmaths)

Discussion point: What implications might this research have for teaching, learning and assessment?

2.45: **How do we make mathematics 'useful'?**

- The Use of Mathematics (speakers from Transmaths and EMP)
- Contextualising mathematics (Alastair Pollitt)

Discussion point: What are the implications of the research for teaching, learning and assessment in mathematics?

3.45: Closing comments

3.50: Close