

CORE MATHS BRIEFINGS

from the School of Education
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02

This briefing series presents findings from a research project following the first few years of Core Maths, as experienced by students, teachers and senior leaders.

Each briefing is accompanied by a short film.

Briefing 02 focuses on teaching Core Maths, and the national mathematics education programmes for teachers in the form of the Advanced Mathematics Support Programme and the Maths Hubs.

BRIEFING 2: Teaching Core Maths

Video resource 2: Teaching Core Maths

Video production by www.getvideo.co.uk

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Full project report at:
<https://coremathsproject.leeds.ac.uk/>

Why are Teachers so Enthusiastic about Core Maths?

Teachers have said that this exciting new qualification is possibly more important than any other one subject at A-level, and that all students should have the chance to take it.

Teachers believe that studying Core Maths can have an impact right across the curriculum. Students typically fare better with, and are more confident in, the mathematical components of their other subjects, such as Psychology and Geography, when taking Core Maths in their programme.

Teachers of other subjects, such as Chemistry and Business Studies, have also spotted the increased confidence and fluency of the students in their classes who are taking Core Maths as part of their study programme. Some of these teachers have even begun teaching Core Maths themselves.

“It’s the most valuable qualification I’ve ever come across”



“They see a connection with their lives, and want to learn about that”

Some schools and colleges with large cohorts report that they have been able to observe a significant difference between the examination outcomes of Core Maths students in subjects like Biology and Chemistry, and those of students taking the same subjects who are not studying Core Maths alongside.

But the value of Core Maths goes beyond helping students improve their exam results. Core Maths is related to things that will be part of life in the real world.

Many teachers are of the opinion that all students should have the opportunity to study Core Maths, even if they don’t take the exam at the end of the course, because the skills they would learn are so valuable, whether in life, further study, or future employment.

The most important thing, according to many teachers, is that students remain numerate throughout their time in sixth form, gaining confidence in using and applying maths.

“It’s about what the world is going to look like for them, and what we can teach them about the world.”

What do Teachers Get out of Teaching Core Maths?

“It’s the most rewarding course I’ve ever taught”

The philosophy behind Core Maths allows teachers to approach lessons in such a way that the students do most of the work, while they steer them and watch them develop.

Watching students make connections between maths and life, through Core Maths, is one of the most enjoyable aspects of teaching the course.

Teachers often say that teaching Core Maths has influenced the development of their teaching style right across their practice, through Key Stages 3 and 4 as well as KS5.

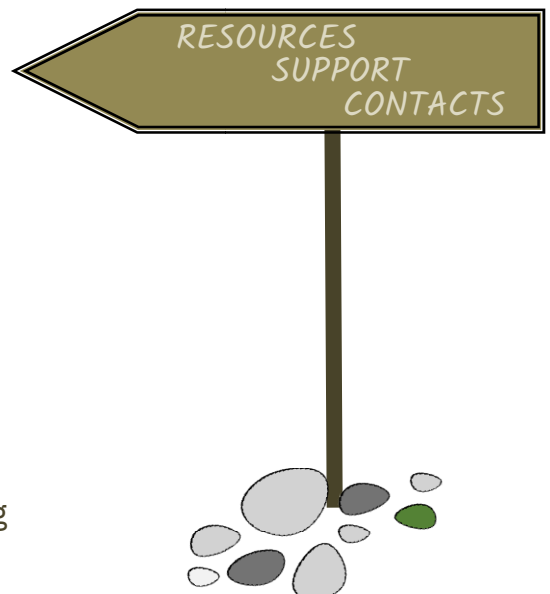
Although the majority of Core Maths teachers are maths specialists, more and more non-maths specialists are starting to teach Core Maths.



Advanced Mathematics
Support Programme®

Core Maths: Getting Started

Whether you are a maths specialist or not, the Advanced Mathematics Support Programme (AMSP), and the National Centre for Excellence in the Teaching of Mathematics (NCETM) who run the national network of Maths Hubs, can help you to get started, and then support you into the future.



Advanced Mathematics Support Programme AMSP <https://amsp.org.uk/>

Maths Hubs network <https://www.ncetm.org.uk/maths-hubs/>

Background

These findings are based on evidence from a three-year (2017-2020) research project, which used a mixed-methods approach, including national data (2016-2019), a set of thirteen case study institutions (2017-2019), and an online survey (2019), to investigate the successes and challenges experienced by this new addition to the post-16 landscape over its first few years of existence.

Participation in post-16 mathematics is known to be much lower in England than in other developed countries, despite recognition that mathematical skills and confidence are important for study, life, work and society. Core Maths qualifications were first taught in 2014, and first examined in 2016, as a contribution towards achieving the UK government's policy objective of substantially increasing post-16 mathematics participation at Level 3 in England.

Project details

Title: The early take-up of Core Maths: Successes and Challenges

Funder: Nuffield Foundation

Research team: Matt Homer, Rachel Mathieson, Indira Banner, Innocent Tasara

Project website:
<https://coremathsproject.leeds.ac.uk>

Partnerships

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