

Reviewing the Frameworks for teaching literacy and mathematics [October 2005]

Context

The National Literacy Strategy's Framework for teaching and the National Numeracy Strategy's Framework for teaching mathematics were introduced into primary schools in 1998 and 1999 respectively.

Extract from Reviewing the Frameworks for teaching literacy and mathematics (Crown copyright):

"We feel it is time to review these documents to determine how well they address the current issues in the education of our children. This leaflet provides you with information about the review.

"Over the last 7 years, the context within which schools and settings have worked has changed. There have been significant successes; schools and settings have improved the quality of education for our children. In mathematics there has been a 16 percentage point improvement. Teaching in English and mathematics is now good or better in nearly two-thirds of lessons. The Frameworks have proved their value; they have helped teachers to plan and direct their teaching and children's learning towards meeting ever-higher expectations.

"We need to ensure that our Frameworks for teaching are up to the task of supporting schools and settings in meeting these expectations and responding to the themes in the ten year strategy for childcare and the forthcoming Schools' White Paper. This process of renewal, will draw widely on practitioners' experience of what works.

"We want every child to succeed and to achieve the best learning outcomes they can. For many teachers ICT has become an everyday tool for planning, for teaching and for storing and sharing assessment data and resources. We plan to incorporate the use of ICT into the Frameworks, building on and supporting the technological skills and capabilities children acquire across the curriculum.

"The review of the Frameworks will look at how planning supports learning and teaching over a sequence of lessons, helping teachers to sustain good teaching and to develop children's learning throughout their carefully planned range of learning opportunities."

Timetable

October 2005 - Information to schools, settings and other groups with the timetable for review.

October to March 2006 - Period of informal consultation including representative working group events with practitioner and expert groups.

May to August 2006 - Draft revised Frameworks are available for consultation.

September to December 2006 - Revised Frameworks are available.

January 2007 onwards - Schools and settings using revised Frameworks to plan teaching and guide children's learning.

The Review of the Primary Framework for teaching mathematics

The Primary National Strategy is currently undergoing a period of consultation with a view to reviewing the Primary Framework for teaching mathematics. This is our opportunity as teachers to put our views forward about changes we would like to see and what we would like to keep.

Over the next few weeks the ATM is putting together a position paper in relation to the review. The position paper will be published on the ATM website.

[Readers were invited to submit their comments]

You might find it helpful to use ideas from the ATM position paper when formulating your own response to the Strategy.

ATM Response and Your Comment

In December ATM responded to the mathematics element of PNS.

ATM suggests that the revision take serious consideration of the key issues in the HMI report on primary mathematics for 2004/5 as follows:

'Shaping of daily mathematics lessons': teachers attach uncritical adherence to the NNS model for teaching.

'Balancing pace and understanding': teachers are too concerned with ensuring coverage of the objectives in the Framework for a year group, rather than establishing key concepts to make progress in mathematical understanding.

ATM considers the progression of mathematical concepts could be better pulled together in the revised Framework to enable teachers to see the 'bigger picture' of mathematical development, beyond their current year group.

Strengthening early numeracy: a disproportionate number of lessons is taught unsatisfactorily in reception classes compared with teaching overall. ATM wishes to emphasise their view on including YR in the new Framework. The pedagogy suggested in this framework neither complements the ongoing work of SureStart nor considers the research findings of the EPPE report (Researching Effective Pedagogy in the Early Years). It is no longer necessary with the existence of Foundation Stage Curriculum Guidance and Birth to Three Matters, which are working towards providing a more consistent view of the pedagogy of 0-5 learning, to include the later Foundation Stage in the Framework.

Reception children belong within the Foundation Stage and should not be included in the curriculum guidance for the National Curriculum. There needs to be recognition that the current transition from Foundation Stage to Year 1 is unmanageable and pedagogy needs to build carefully on the current good practice in the Foundation Stage as a model for all young learners.

ATM also recommends:

A more detailed review of Shape, Space and Measures to make closer links with 'Numbers and the number system', and 'Calculations', to give practical purpose to these aspects of mathematics.

A more coherent approach to the teaching of calculations, with less emphasis on the variety of different methods for pencil and paper procedures, all of which many teachers believe have to be taught. A greater emphasis on the use of the empty number line as a model for all four operations. That HEIs dealing with Initial Teacher Education are also consulted sufficiently during the review process as end-users of the Framework.

The attached document has been downloaded or otherwise acquired from the website of the Association of Teachers of Mathematics (ATM) at www.atm.org.uk

Legitimate uses of this document include printing of one copy for personal use, reasonable duplication for academic and educational purposes. It may not be used for any other purpose in any way that may be deleterious to the work, aims, principles or ends of ATM.

Neither the original electronic or digital version nor this paper version, no matter by whom or in what form it is reproduced, may be re-published, transmitted electronically or digitally, projected or otherwise used outside the above standard copyright permissions. The electronic or digital version may not be uploaded to a website or other server. In addition to the evident watermark the files are digitally watermarked such that they can be found on the Internet wherever they may be posted.

Any copies of this document MUST be accompanied by a copy of this page in its entirety.

If you want to reproduce this document beyond the restricted permissions here, then application MUST be made for EXPRESS permission to copyright@atm.org.uk

*This is the usual
copyright stuff -
but it's as well to
check it out...*



The work that went into the research, production and preparation of this document has to be supported somehow.

ATM receives its financing from only two principle sources: membership subscriptions and sales of books, software and other resources.

Membership of the ATM will help you through

*Now, this bit is
important - you
must read this*

- Six issues per year of a professional journal, which focus on the learning and teaching of maths. Ideas for the classroom, personal experiences and shared thoughts about developing learners' understanding.
- Professional development courses tailored to your needs. Agree the content with us and we do the rest.
- Easter conference, which brings together teachers interested in learning and teaching mathematics, with excellent speakers and workshops and seminars led by experienced facilitators.
- Regular e-newsletters keeping you up to date with developments in the learning and teaching of mathematics.
- Generous discounts on a wide range of publications and software.
- A network of mathematics educators around the United Kingdom to share good practice or ask advice.
- Active campaigning. The ATM campaigns at all levels towards: encouraging increased understanding and enjoyment of mathematics; encouraging increased understanding of how people learn mathematics; encouraging the sharing and evaluation of teaching and learning strategies and practices; promoting the exploration of new ideas and possibilities and initiating and contributing to discussion of and developments in mathematics education at all levels.
- Representation on national bodies helping to formulate policy in mathematics education.
- Software demonstrations by arrangement.

Personal members get the following additional benefits:

- Access to a members only part of the popular ATM website giving you access to sample materials and up to date information.
- Advice on resources, curriculum development and current research relating to mathematics education.
- Optional membership of a working group being inspired by working with other colleagues on a specific project.
- Special rates at the annual conference
- Information about current legislation relating to your job.
- Tax deductible personal subscription, making it even better value

Additional benefits

The ATM is constantly looking to improve the benefits for members. Please visit www.atm.org.uk regularly for new details.

LINK: www.atm.org.uk/join/index.html