ATM took every opportunity to contribute during the consultation process around the development of the new National Curriculum. The final version has subsequently been published, and you may be wondering what is ATM doing now? Here I describe some ATM current activity and hope to whet your appetite for things to come!

The joint ATM/MA Primary Group receives many requests to speak at conferences and events. I am always overwhelmed by the willingness, and expertise, of my colleagues on the group who offer their time to present ways of working that are consistent with the aims and guiding principles of ATM, and to raise awareness of the benefits of membership with both schools and individuals.

In addition to one-off requests for speakers, ATM has recently become involved in two significant series of events. Those of you who read the ATM eNews will be aware of the involvement of the association in events being held in collaboration with colleagues from NRICH, MA, NAMA and NCETM. These events are held over two linked days in both London and Cambridge, and ATM is providing a workshop at each. To date the ATM input has been focused on aspects of planning and algebra. The ATM bookstall has been particularly busy at these events, for more details visit: http://nrich.maths.org/ncmaths

The second series of events is in association with the Cambridge Primary Review Trust (CPRT) and other subject associations, underwritten by Pearson. The conference planning stage has already proved to be a great opportunity to work with other subjects on making sense of the new National Curriculum in a way that fosters coherence, engagement, and whole person development for all. The CPRT principles are the driving force for these events, and they resonate strongly with the guiding principles of ATM. In addition to the overarching CPRT message that best practice starts with aims and guiding principles, and not curriculum content, something that ATM can surely agree with! The following four key findings of the Cambridge Primary Review seem to relate particularly to mathematics:

- **A curriculum should be broad and balanced** Although there is an emphasis on number in the National Curriculum, the content of mathematics curriculum should still be rich and varied, as should teaching it.

- **A curriculum should balance preparation and development** The word ‘practise’ appears in the National Curriculum 29 times, with a hint that children should practise, and become secure, in a skill before they can use that skill to solve problems. ATM argues that through solving problems, children can acquire, develop, practise, and consolidate their learning.

- **There should be continuity and consistency** This is most clearly thought of in relation to two aspects of mathematics. First, that mathematical concepts are developed in a rigorous, consistent, and coherent way including creative and imaginative use of models and images, and accurate use of language and notation. Second, that teachers understand how what is being taught in their year group, contributes to the big picture as set out in the school’s calculation policy.

- **There should be quality and standards in all aspects** Although there is an emphasis on fluency with number and calculation within the curriculum, aspirations should be high for each of the aims including conceptual understanding, reasoning, and problem solving.

These events will run nationwide from January 2014. For more details, see: http://goo.gl/4j91XS

Beyond speaking at conferences and events, the primary group is working on a publication called ‘And Maths…’ which will link to the expectations of the new National Curriculum and demonstrate how connections can be made between other subjects and mathematics. Activities from this publication will start to become available for purchase as a pdf download in time for BCME8, and featured in MT. Work has begun on a new resource, designed to support teachers working with the new curriculum in a principled way. This publication will focus on how problem solving, mathematical reasoning, and conceptual understanding can be at the heart of primary mathematics, helping teachers to develop an exciting and rigorous mathematics curriculum in their school which, it is hoped, will empower children as learners of mathematics.

**Vivien Townsend**

**Members of GC 2013-2014**

Jayne Stansfield, John White, Andrew Roberts, Ruth Tanner, Sue Pope, Kevin Young, Jocelyn D’Arcy, Joe Murray, Vivien Townsend, Alison Clark-Wilson, Tony Cotton, Caroline Ainslie, Heather Ann Davis, Michael Hall, Jim Thorpe.

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