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# AoC English & Maths Conference & Exhibition 2024

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Tuesday 27 February, 09:00-16:30  
Woburn House, London

The 2024 AoC English and Maths Conference and Exhibition will bring together like-minded colleagues to hear the latest English and Maths policy and practice.



This event is sponsored by

**Pearson**

# AoC English and Maths Conference

## Programme

Tuesday 27 February 2024

**09:00 Registration opens, refreshments served with exhibitors**

**10:00 Chair's introduction and welcome**

*Bronagh Quigley, Assistant Principal: English, Maths & Transitions, Derby College Group*

**10:05 Could GCSE Mathematics for post-16 resit students be different?**

*Stella Dudzic, Director for Curriculum and Resources, Mathematics in Education and Industry (MEI)*

*Martin Newton, Adult Numeracy and Multiply Development Lead, Mathematics in Education and Industry (MEI)*

In 2019, Mathematics in Education and Industry (MEI) worked alongside key stakeholders to develop a new curriculum for post-16 GCSE students. For students resitting the current Maths GCSE, the success rate is low, particularly for students with lower grades from KS4. As a result, this may reinforce a negative attitude to maths which could prevent engagement with future learning. The MEI development work was funded by the Nuffield Foundation. The curriculum aims to place greater emphasis on maths in a real-world context as an alternative to the current Mathematics GCSE

**10:25 How do we ensure all young people leave school and college having achieved the literacy and numeracy skills they need?**

*Chris Briggs, Product Manager - Post 16 English, Maths & Digital Skills, Pearson*  
*Clare Haviland, English Subject Advisor, Pearson*  
*Sheila Rai Assistant Principal, Capital City College Group*

English and Maths are important for all yet the resit policy is a controversial one. English and Maths experts at Pearson will discuss the options and support available for students resitting English and Maths and how the future might look.

**10:45 Questions with the speakers**

**11:00 Exhibition, refreshments and networking**

**11.35 Breakout session one**

Delegates should select to attend one of the following sessions

**1.1 Using AI in Functional Skills and 5E's in GCSE maths setting for increased success**

*Sheila Rai, Assistant Principal, Capital City College Group*

This session will showcase how Capital City College Group are using AI in Functional Skills and GCSE Maths for their resit students, and will explore the intersection of artificial intelligence and foundational skills. We will be guiding participants through an engaging journey, we will delve into how AI applications enhance learning experiences in Functional Skills English and Maths. From personalised learning platforms to adaptive assessments, we will uncover the transformative impact of AI on educational outcomes. This session will also delve into the strategic implementation of the 5E instructional model tailored specifically for GCSE Maths resit learners, with a focus on expediting lesson planning using ChatGPT. The 5E model—Engage, Explore, Explain, Elaborate, and Evaluate—provides a systematic and effective framework for teaching complex concepts. When coupled with the dynamic capabilities of ChatGPT, educators can streamline and enhance their lesson planning process.

**1.2 Research-informed approaches to GCSE resits: connecting and sharing knowledge across the sector**

*Rebecca Morris, Associate Professor, University of Warwick*

*Tom Perry, Associate Professors, University of Warwick*

This session explores how research and evidence can be used to inform, support and develop GCSE resit practices. We draw upon two projects, presenting findings from a recent EEF-funded practice review and a current study which is exploring ways to facilitate and foster further collaboration between researchers and college practitioners. Through the session we will consider the role of research for contributing to GCSE resit development, inviting colleagues to critically engage with questions surrounding research engagement and use in the post-16 sector. The presentation will conclude by sharing upcoming opportunities for colleagues to further connect and collaborate on work in this space.

### **1.3 Effective delivery of Functional Skills that positively impacts on GCSE resit results**

*Jeremy Taylor, Head of Department – Functional Skills, Sandwell College*

With some colleges opting to move away from Functional Skills, this session aims to explore the value and necessity of Functional Skills qualifications in supporting learners with their literacy and numeracy skills and how this can influence higher grade GCSEs. This session will look at a consistent approach to delivery and the scaffolding and tracking of learning to maximize attendance and achievement using the successes of Sandwell College as a model.

#### **12:15 Move to next session**

#### **12:25 Breakout session two**

Delegates should select to attend one of the following sessions

### **2.1 Researching Mastering Mathematics in FE: looking back and looking forward**

*Marie Joubert, Senior Research Fellow, University of Nottingham*

*Juliane Collings, Post-16 Maths Teacher and Mastery Lead, South Hampshire College Group*

The Centres for Excellence in Maths programme included a randomised control trial which investigated the use of a mastery approach to teaching GCSE-resit students. The trial found that the specially designed programme, that included an element of lesson study, led to improved results with two months learning gaining for the students from the most disadvantaged backgrounds. In this workshop, we explain what we did and discuss the outcomes. Additionally, we discuss our new EEF funded research, in which we will scale up the previous trial, and consider the benefits of participating, for teachers, their students, and for the greater good of research in mathematics education.

### **2.2 Cultivating Excellence: Developing an Effective English Teaching Team through CPD, Culture and Values**

*Emma Lindsay, Curriculum Lead and Development Officer Business, English and ESOL, City Plymouth College*

This presentation will explore the roles of Curriculum Design, targeted Continuous Professional Development, team culture and shared values in building an effective English team. We will discuss practical strategies around the shaping of curriculum, integrating CPD effectively, fostering a positive team culture and aligning shared values to improve collaboration. The session will share our insight into the unique challenges and opportunities presented when developing an effective English department in FE.

### **2.3 How to deliver effective 16-19 GCSE resit interventions**

*Elly Baker, Partnerships Director, Yipiyap*

*Chellè-Jay Charlesworth, Curriculum Development Manager for English and Maths, Barnsley College*

As GCSE English and maths pass rates continue to fall across the UK, Barnsley College has implemented novel strategies to improve engagement and attainment among their resitters: working alongside Yipiyap to provide access to peer tutors. The positive impact of Barnsley's tutoring programme on exam submissions, exam attendance, and student progress has since influenced the whole college's English and maths strategy.

## **13:05 Lunch and networking**

### **14:00 Chairs welcome back**

*Bronagh Quigley, Assistant Principal: English, Maths & Transitions, Derby College Group*

### **14:05 Creativity, Confidence and Connecting**

*Eddie Playfair, Senior Policy Manager, Association of Colleges*

*Ruth North, GCSE English Teacher, Barnsley College*

Creative writing is often seen as a means to an end in formal English learning; learners acquire very specific skills to produce an approved answer to the GCSE English Language creative writing task, for instance. The AoC Love Our Colleges creative writing project (sponsored by the Copyright Licensing Agency) created a safe space for students to engage with creative writing on their own terms, writing about subjects that interested them in whatever way they preferred. This opportunity empowered students to choose how to develop their identities as writers outside the confines of assessment, judgment and performance.

## **14:25 Reconnecting with mathematics: using Realistic Mathematics Education for resit students**

*Yvette Solomon, Professor of Education, Manchester Metropolitan University*

*Sue Hough, Senior Lecturer in Mathematics Education, Manchester Metropolitan University*

Colleagues from Manchester Metropolitan University have been working with Realistic Mathematics Education since 2004, developing and evaluating their materials in 4 major projects, including an intervention into post-16 GCSE resit classrooms where the RME approach made a real difference not just to students' understanding but also their engagement with mathematics. In this talk Yvette Solomon and Sue Hough will share how RME works and how it enables both students and teachers to develop a different view of progress. We discuss the implications for colleges in terms of professional development, curriculum planning and developing new classroom cultures.

## **14:45 Questions**

## **15:00 Refreshment break**

## **15:20 Breakout session three**

Delegates should select to attend one of the following sessions

### **3.1 Diversifying the Curriculum in GCSE Maths**

*David Holloway, Senior Policy Manager, Association of College*

*Joanne Hanford, Head of Maths, West Suffolk College*

Many universities have made steps to decolonise their curricula but is this possible at GCSE level? AoC and West Suffolk College have carried out a mini-experiment in which we incorporated messages about the multi-cultural roots of the maths we use today. In this session we will explain why and how we did this, and what reactions we received from students.

### **3.2 Keeping the wheels in motion**

*Anna Theobald, Head of English and Maths, Plumpton College*

*Lesley Smith, Head of English and Maths, Plumpton College*

This session will focus on the implementation of vocational wheels and how we encourage learners to recognise the use of English and maths in vocational lessons. The presentation will include examples of the 'wheels' and a showcase of how vocational departments engage with them.

### **3.3 Advanced British Standard and English and maths**

*Department for Education*

**16:00** **Conference close**