

Implementation Project

Mathematics Enhancement Programme

for PRIMARY

Over the past 6 years, the *Centre for Innovation in Mathematics Teaching (CIMT)* at the University of Exeter, under the direction of Professor David Burghes, has been developing and trialling (year by year) a new mathematics course for primary schools in the UK. It is based on the teaching strategies employed in Hungary and other mathematically high performing countries and has already proved to be very successful in enhancing mathematical progress in trial schools. Improvement in test results at Key Stage 1 has been at least as good as, or where *MEP* strategies have been implemented effectively much better than, the national average. We now wish to pilot the complete course in a new group of project schools in September 2005 before its launch in the UK.

The pilot schools will be fully resourced, with:

- yearly schemes of work
- detailed lesson plans and copy masters
- coloured overhead transparencies and posters for Years 1 and 2
- pupil practice books
- pupil resources (number lines, number, sign and shape cards, A5 slates and pens)
- probability simulation programs
- interactive versions of the practice books for Years 3–6.

Inservice support will also be provided. We are looking particularly for clusters of schools which will work closely together in this important implementation phase.

We will also provide yearly tests for pupils to enable us to measure progress on a national and international level as part of the ongoing evaluation of the project.

Although experience in implementing the *National Numeracy Strategy* is a good starting point, this initiative goes beyond the *NNS* and breaks new ground in a number of ways:

- it has very high expectations of teachers and pupils
- mathematics is taught as an integrated subject in a spiral, ever widening curriculum throughout the primary years, with continual revision of facts and concepts
- lessons are highly interactive, have many activities and involve all pupils
- the logical foundation of mathematics is stressed, with correct, concise mathematical notation and language used at all times
- visualising mentally and through the use of models and manipulatives, and relating concepts to real life situations where relevant, are important aspects
- creative thinking and critical discussion and evaluation are encouraged
- a whole-class, collaborative, disciplined yet friendly ethos is envisaged.

Above all, *MEP* aims to make all pupils mathematical thinkers and to make mathematics lessons challenging and fun for both teachers and pupils. At a time when even the *NNS* concedes that further gains in Key Stage tests will not be possible unless the primary curriculum becomes more mathematical, this initiative seems very opportune.

Details of the course can be found on the internet at: www.intermep.org

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