

Math Hub Work Group	Y5-8 Continuity Work Group – Bespoke Portsmouth Group	Date of Session	6/11/25
Work Group Lead	Sarah Anderson and Dom Burke		
Schools in attendance	Mayfield School Milton Park Primary Springfield School St Edmund’s Catholic School St Paul’s Catholic Primary School Stamshaw Junior School		

Overview of the focus and purpose for this work group:

This group is designed to encourage and support pedagogical discussions between primary and secondary to ensure a smooth transition for pupils in Portsmouth

Summary of key points and professional development covered so far:

1. Started by reflecting on the findings and outcomes of the curriculum review:

Here's an AI summary of the maths relevant parts of the curriculum review report:

What’s Staying the Same

- The amount of Maths content in KS1–KS3 remains broadly the same.
- GCSE Maths stays as the core qualification.
- Multiplication Tables Check remains in Year 4.

What’s Changing

The changes focus on *sequencing* and *depth*, not more content.

1. Greater emphasis on foundational number early (**KS1**)

- Increased focus on:
 - Number bonds
 - Addition & subtraction fluency
 - Secure understanding of place value
- Schools encouraged to use the non-statutory KS1 Maths test to help identify early gaps.

2. **Key Stage 2** focuses on multiplicative reasoning

- Priority on:
 - Multiplication and division structures
 - Scaling and proportional reasoning
 - Applying knowledge through reasoning and problem solving
- KS2 SATs will be minimally adjusted to include:
 - More mental arithmetic
 - More reasoning questions

3. **Key Stage 3** shifts towards algebra & proportion

- Less reteaching of KS2 methods.
- More curriculum time on:
 - Proportional reasoning
 - Algebraic manipulation
 - Tackling non-routine problems
- New Year 8 diagnostic assessment introduced (purpose: identify gaps early).

4. **Key Stage 4** (GCSE Maths)

- Exam time likely reduced (~10% reduction expected).
- Further review into which formulae should be memorised vs provided.

16–19 Maths Pathways

- Students with Grade 3 at GCSE continue to resit GCSE.
- Students with Grade 1–2 will have a new Level 1 ‘stepped’ Maths qualification which:
 - Focuses on fundamentals and confidence-building
 - Uses modular assessment (students can ‘bank’ progress)
 - Prepares learners to resit GCSE the following year.

Financial Education

- Mathematical concepts taught in Maths first.
- Real-world application taught in Citizenship.
- Maths is *not* becoming the home of financial education content.

What This Means for Teaching

- More depth, less rush.
- **Transitions matter: KS2 → KS3 progression must be deliberately planned.**
- Expect to strengthen reasoning and problem-solving across phases.
- Department planning should focus on progression in number → proportion → algebra.

Echoes the message of the EEF Guidance Report ‘Improving Mathematics in KS2 and 3’ published in 2017 – we haven’t addressed these yet as the review makes similar recommendations – IMPROVING TRANSITION IS ONE OF THEM!

[Improving Mathematics in Key Stages 2 and 3 | EEF](#)

2. Compared Y6 SATs questions with GCSE questions:

- Differences in presentation
- Differences in marks awarded
- Similarity of content/level of difficulty
- Discussed how the presentation of work in secondary could mirror more of the primary approaches to ensure content feels familiar
- Led to discussions around how we might model some of the calculations:

$$\begin{array}{r}
 508 \\
 \times 74 \\
 \hline
 2032 \quad (4 \times 508) \\
 +35560 \quad (70 \times 508) \\
 \hline
 37592
 \end{array}$$

During this discussion we asked each other:

How would you model it?
What language would you use?

3. Discussed the importance of equity within maths education

Referenced: [Equity in education: Levelling the playing field of learning - a practical guide for teachers : Major, Lee Elliot, Briant, Emily: Amazon.co.uk: Books](#)

Highlighted the importance of language, stem sentences, oral rehearsal and the use of manipulatives for ALL pupils, not just those who need support. What is good for disadvantaged and SEND is good for ALL.

Our discussions led to a realisation about the clear differences in structures and timetabling e.g. lunch times etc

- Do you know the timetable of your feeder/destination schools?
- What could we do to support the movement from one to another?

4. Unpicked a ratio journey from KS1 to KS3/4

- Discussed the progression
- Discussed the language used and the focus on stem sentences to support engagement and conceptual understanding
- *'Highlighted the importance of shared language'*
- Discussed the importance of the word 'represent' in developing conceptual understanding

5. Spent time in mixed phase groups planning an activity to take back to school to trial before the next session

- Focused on key questions:
 - How will we explain this?
 - What language and representation will we use?
- Discussed and rehearsed modelling with each other to develop understanding of each phase

Before the next session, the participants have been asked to:

- Trial the task they created after collaborating with colleagues
- Prepare to share outcomes/reflections in the next session on 28th Jan
- If possible, organise a visit to a feeder/destination school

Dates for the remaining sessions:

Wednesday 28th January, 9.30- 2.30, Teaching and Learning Centre

- Sharing reflections from gap tasks
- Lesson study
- Collaborative planning

Tuesday 14th April, 9.30 – 2.30, Teaching and Learning Centre

- Potentially creating a transition task for all schools to use for current Y6s moving to Y7

Any other comments:

Both the Work Group Leads and participants are keen for more Portsmouth schools to join this group! Missing the first session doesn't affect a school's ability to join the remaining sessions and become a part of this dynamic community.

Participants all found the discussions to be useful and informative – more voices can only add to this.

This quote summarises the passion and ambition in the room:

'If transition between KS2 and KS3 is important to you, you need to be here!'