

CORNERSTONE MATHS

Cheam High School, London Borough of Sutton

Cheam High School joined the project in 2015 and identified two teachers to lead the project in the school, which meant that they piloted all three of the Cornerstone Maths curriculum units. These 'lead teachers' also supported three further teachers who attended the face-to-face PD with them. Back in school, the project teachers observed and supported each others' lessons and, following what they concluded to be a worthwhile development for their key stage 3 scheme, led PD for other members of their large department.

Which CM curriculum unit did the department focus on first?

In the summer term of 2016, the lead teachers chose the *Linear functions* curriculum unit as it fitted most closely with their scheme of work and the teachers also thought that it was the unit that new teachers would be more confident to teach.

Which (new) teachers were involved and how?

The whole department was involved in the professional development. The lead teachers led short inputs during department meetings and then supported colleagues to plan lessons and discuss pupils' outcomes. By organising the PD in the summer term, when there was greater access to the school's Computing/IT classrooms, it was possible for all teachers of key stage 3 classes to pilot the lessons with a chosen group.

How was the CM unit aligned to the mathematics scheme of work?

The *Linear functions* unit was offered in place of the teachers' chosen resources to teach this topic.

How did the department organise access to the technology?

One maths classroom was equipped with a half class set of fixed computers and this was supplemented by departmental laptops, which pupils used at their desks. In addition, there were bookable Computing/IT classrooms available to the department.

What types of technology were used?

The department has access to wifi enabled laptops, fixed computers in one maths classroom and the school's Computing/IT classrooms.

How did the department assess pupils' learning to satisfy school-imposed data collection?

As yet, the school tests have not been adapted especially for the Cornerstone Maths curriculum units.