

CORNERSTONE MATHS

Park High School, London Borough of Harrow

Park High School joined the project in 2012-13. In 2015-16 the school decided to host Cornerstone Maths face-to-face professional development and invite other schools to also participate. This meant that 13 members of the department, which included trainees, were able to be involved as it minimised the need for cover.

Which CM curriculum unit did the department focus on first?

Although the school had involved two teachers in the *Linear functions* PD during 2012-13 and a further two teachers in the Geometric similarity unit during 2013-14. However, all four of these teachers had moved on from the school before they had been able to support other colleagues to pilot Cornerstone Maths lessons. Consequently, the department began again, with the *Patterns and expressions* curriculum unit during 2015-16.

Which (new) teachers were involved and how?

This time, there was a whole-school commitment, driven by the Head teacher (a maths teacher), to involve the whole department (including the head teacher, some part-time teachers and trainees). Notably, this included teachers who were not necessarily teaching a key stage 3 class that year, but might be likely to in the future. Consequently, the school organised PD sessions on days when there would be minimal disruption to mathematics classes. They also invited other schools in the Harrow area to take advantage of a more local PD opportunity.

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

This is ongoing. At the current time, the department's key stage 3 scheme of work is not structured to allow for more extended curriculum projects and, although individual teachers are encouraged to link Cornerstone maths tasks as they see fit, the units are still in the process of being embedded.

How did the department organise access to the technology?

Initially, the department was only able to arrange pupil access to the technology by booking the school's IT/computing classrooms when they were free or arranging a room swap with other teachers timetabled into these rooms. This was problematic. Consequently, the school bought a set of iPads for the mathematics department, which gave the department some autonomy to organise sequences of Cornerstone Maths lessons across key stage 3.

What types of technology were used?

The department has access to a set of iPads and the IT/computing teaching rooms in the school.