



Department
for Education

Core maths

**Early adopter teaching projects:
information for bidders**

March 2014

Contents

Contents	2
Introduction	3
Section 1 - Background	4
Qualifications	4
Core Maths support programme (CMSP)	5
Section 2 - Early adopter teaching projects	6
Aims	6
Funding	6
Specification	7
Working with the Core Maths Support Programme (CMSP)	8
Collaborative working	8
Eligibility Criteria	8
Assessment of bids	9
Deadline	9

Introduction

This document sets out the background to 16-18 Core Maths qualifications and provides information about the criteria and application process for schools and colleges that wish to become early adopters of the new qualifications from September 2014 onwards.

Section 1 describes the background and contextual information of Core Maths policy.

Section 2 details the criteria and information for completing the application. **Particulars regarding eligibility, consortia bidding and assessment should be considered carefully prior to submitting applications.**

Any queries should be submitted to core.maths@education.gsi.gov.uk and we will aim to respond to all queries within two working days.

Completed applications must be returned by 9 April 2014 to the following email address core.maths@education.gsi.gov.uk

Section 1 - Background

The government has set out its ambition for the overwhelming majority of young people in England to study mathematics to age 18 by 2020. There are encouraging signs that the value of maths is increasingly understood by students, not least through the increase in the numbers studying Maths and Further Maths at A Level in recent years.

However, evidence tells us there is much work to do before we can match the highest performing jurisdictions internationally. Mathematical skills are increasingly essential to higher education study and the workplace yet we lag behind our competitors internationally in the proportion of students studying maths to age 18.

It is essential that we address this and establish new qualifications to meet the needs of a 'middle group' of students who achieve grade C or above at GCSE but do not currently progress in maths beyond age 16. At the moment around 20 per cent of students who achieve grade C or above in GCSE maths at age 16 go on to gain AS or A level maths qualifications (13 per cent of all students). Over 80 per cent of these have an A* or A grade at GCSE¹.

Students who have not achieved at least a GCSE grade C (36 per cent of the cohort in 2010)² will in the future continue studying towards the qualification as part of their 16 to 19 education (this will be a condition of funding from September 2014).

The percentage of students with B and C grades at GCSE who continue with maths is far lower. Fewer than 10 per cent of students with a grade B and less than 1 per cent of those with a grade C go on to achieve AS or A level maths. Where students with a grade B or C choose to continue with maths beyond age 16, they often take lower level courses. For example, of the 24 per cent of grade C students who continued with maths after age 16, over three quarters did this at a lower level than they had already achieved.

Qualifications

'Core Maths' qualifications are being developed for students who achieve a grade C or above at GCSE but who do not currently continue with any form of more advanced maths after age 16- over 200,000 each year in total.

The purpose of Core Maths courses will be to develop students' mathematical understanding and application of maths. New qualifications will develop students' ability to think logically and analytically and will build skills in applying maths to a range of new

¹ DfE data for the cohort who were academic age 17 in 2011/12, so took GCSEs in 2009/10. Only includes those who were in the state sector at age 15

² As above

problems and issues. The Department has set out a [policy statement](#) on the characteristics of qualifications that will count as Core Maths in performance measures.

Core Maths qualifications are currently being developed by awarding organisations (AOs) based on requirements set out in the Department's policy statement. We expect these qualifications to be available for general teaching in September 2015. However, those schools and colleges chosen to be early adopters will begin teaching the qualifications from the Autumn term of 2014.

Alongside AS/A level maths and comparable level 3 International Baccalaureate maths certificates, Core Maths qualifications will count towards the proposed level 3 maths 16-19 performance measure and the maths component of the Technical Baccalaureate (TechBacc) performance table measure.

Core Maths support programme (CMSP)

The Department is funding a national support organisation to help schools and colleges introduce and embed Core Maths qualifications. The CMSP will work directly with schools and colleges to help build student demand and support schools and colleges to teach Core Maths qualifications effectively. The CMSP will help share effective teaching and provide support for the professional development of teachers and lecturers.

Section 2 - Early adopter teaching projects

The Department is now inviting schools and colleges or groups of schools and colleges working in consortia, on a competitive basis, to submit proposals for funding to develop and deliver early Core Maths teaching for 2014/15 and 2015/16.

A number of awarding organisations (AOs) are developing Core Maths qualifications although we cannot currently confirm which AOs will have qualifications accredited for teaching from September/October 2014 onwards. We will provide details to successful schools and colleges as it becomes available to allow them to select which AO they wish to work with.

Aims

The aim of funding is to help build readiness for general availability of the qualifications from September 2015. Early teaching projects will help build take-up of the qualifications at an early stage and establish specialist capacity to teach Core Maths. They will also generate evidence on the delivery of the qualifications, including how schools and colleges address barriers/challenges to implementing Core Maths. They will also enable feedback on qualifications for exam boards.

Funding

The Department expects to award funding for two and half financial years, commencing from April 2014 and ending 30 September 2016. The level of funding will be agreed individually with each teaching project based on the agreed activity and number of schools and colleges involved in the work.

Please note that the continuation of funding from April-September 2016 is subject to decisions taken at the next Spending Review. If funding for this period is not forthcoming then the Department will inform schools and colleges as soon as possible and work with them to amend delivery plans. However, for the purpose of the application form please work on the basis that funding will run to 30 September 2016.

Costs will be taken into account in the awarding of bids. You should therefore include the total cost of your bid and a clear explanation of **how the funding will provide value for public money**. Bids are invited up to a maximum of:

- **£30,000** for a single institution
- **£80,000** for a consortium of 2- 3 institutions
- **£120,000** for a consortium of up 5 institutions
- **£200,000** for a consortium of up to 10 institutions.

These figures represent the funding available in total for the full project and are not a per annum amount.

Once fully implemented, Core Maths will be delivered as part of the institution's normal 16-19 funding allocation. To help ensure ongoing sustainability, funding is being provided to support development rather than classroom teaching costs. Bidders must make clear how the funds will be invested in developing, introducing and embedding Core Maths courses – for example, developing teaching resources, recruiting students, providing continuous professional development for staff, trialling innovative approaches and supporting other schools and colleges.

Specification

We are open to innovative and creative proposals for delivering Core Maths courses so do not wish to be too prescriptive. We anticipate that schools/colleges in early adopter projects will support delivery of Core Maths in a variety of ways to reflect local circumstances. We would welcome proposals that use blended learning or models to deliver economies of scale in other ways (for example, sharing teaching).

Schools and colleges will be expected to achieve the following outcomes, initially by August 2015 and finally by August 2016 (with support from CMSP):

- A cohort of students that have studied a Core Maths course.
- Teaching materials and resources (in collaboration with CMSP) that can be shared freely with other schools and colleges.
- Identified solutions to issues concerning teacher capacity and capability for delivery of Core Maths.
- Produced information and advice on promoting Core Maths to students and gathered intelligence on the best ways to incorporate Core Maths into a wider programme of study.
- Gathered initial feedback from students on their experiences and perceived value of Core Maths.
- Established a plan for sustaining teaching of the qualifications to students once this project is complete.

Schools and colleges may also have provided feedback to awarding organisations on content, assessment and delivery of qualifications.

Working with the Core Maths Support Programme (CMSP)

The Department is funding a national support organisation to help schools and colleges introduce Core Maths qualifications. The CMSP will work directly with schools and colleges to help build student demand and support teaching of Core Maths qualifications. Early adopter schools and colleges will be required to work closely and co-operate fully with the CMSP. The role of CMSP will be to:

- Agree delivery plans, milestones and outcomes;
- Provide advice and guidance to enhance teaching and provide practical evidence-based support/guidance for schools and colleges;
- Make available high quality resources and materials to add to a bank of supporting materials which are freely available to all other schools and colleges; and
- Disseminate exemplar practice and lessons learned from the early adopters to maximise benefits to all schools and colleges wishing to teach Core Maths.

Collaborative working

All bids should provide clear evidence of how activity will have an impact beyond a single school or college and disseminate practice more widely.

All consortium bids must have an identified lead school/college or organisation. Schools and colleges should be aware that in the case of consortium bids led by an organisation other than a school or college, the Department may choose to delegate all funding and overall management responsibility for delivery to the nominated lead organisation. Specific arrangements for funding will be discussed individually with each successful bid.

Eligibility Criteria

We will accept bids from:

- a single school or college
- a consortium of schools and colleges, led by a single school or college;
- a group of schools and colleges represented by an appropriate organisation, for example, Trusts, Foundations, or representative bodies with charitable status.

Lead schools and colleges must:

- be state-funded 16-19 education providers, for example schools, sixth-form colleges, FE colleges, academies, free schools, UTCs, and

- have Outstanding or Good Ofsted grading in overall effectiveness, quality of teaching, student achievement and leadership and management.

We expect all other (non-lead) schools and colleges in a consortium to be state-funded providers as above and have Outstanding or Good Ofsted grading in overall effectiveness.

All schools and colleges will be expected to commit to recruit a minimum of 20 students (per institution) to begin Core Maths qualifications from Autumn 2014.

Assessment of bids

Eligible bids will then be assessed against the criteria in the application form and allocated a score. Bids will then be ranked. We will make decisions based on ranking and the balance of the overall set of projects in terms of:

- A good mix of types of schools and colleges
- A good geographical spread
- A suitable mix of single institutions and consortia/local partnerships.

We will aim to inform applicants of the outcome by the end of April 2014.

Deadline

Please send completed applications to core.maths@education.gsi.gov.uk by 9 April 2014.

Any queries should be submitted to core.maths@education.gsi.gov.uk and we will aim to respond to all queries within two working days.



Department
for Education

© Crown copyright 2014

You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v2.0. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/version/2 or email: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

Any enquiries regarding this publication should be sent to us at www.education.gov.uk/contactus.

This document is available for download at www.gov.uk/government/publications.

Reference: DFE-00070-2014