

A TIME OF CHANGE

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Pupils' lack of progress in mathematics as they make the transition from primary to secondary school is well documented (Fullarton, 1996; Murdoch, 1986; SOEID, 1996) and often recurs as an emotive headline (Daily Mail, 2001; Daily Telegraph, 2001; Sunday Telegraph, 2000) following the publishing of reports or statistics.

This study is in the process of investigating:

- groups of pupils who may be affected by the transition and
- the effects on pupil progress from factors within the classroom/school

Factors considered are those over which mathematics staff have some control, and the power to adapt to meet pupil needs. The factors are those related to the classroom: classroom climate, teacher and curriculum.

The research study takes place over three years in two cycles, following two samples of pupils as they move from primary (9 schools) to secondary school (3 schools). In each cycle a sample of pupils is observed and tested during the last year in primary school and the first year in secondary school. All data will be available from May 2002.

In this presentation, results from both cohorts will be discussed. Pupil progress over the period will be considered and related to pupil and teacher perceptions of the classroom interaction. Groups of pupils will be identified linking their progress to influences in the classroom.

References:

- Fullarton, S. (1996) Transition to secondary school: a help or hindrance to engagement in mathematics? *1996 ERA/AARE Joint Conference Papers, Singapore*
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- Scottish Office Education and Industry Department (1996) *Achievement for all* SOEID, Edinburgh
- Daily Mail December 14, 2001 *Children failing simplest of tests*
- Daily Telegraph, October 19 2001 *Pupils 'falling behind at all-in schools'*
- Sunday Telegraph, 18 October 2000 *Blunkett orders tests for 12-year-olds*