

P-Sym-03**Camden Project:
District wide Learning and School Improvement through Lesson
Study**

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Mathematics standards were already lower than other subjects In the London Borough of Camden's 60 Primary, Secondary and Special schools four years ago before the government introduced a new national curriculum that made even higher mathematical demands on pupils.

Camden launched a development and research programme funded by the Mayor of London that aimed to develop approaches to teaching this new curriculum that were informed by lesson studies conducted thrice a year in the mathematical curriculum areas teachers found most difficult to teach and pupils found hardest to learn. By systematically sharing discoveries of how children were learning, their mathematical misconceptions, and the ways in which barriers to learning were being overcome, Camden schools created informed 'mathematics schemes of learning and teaching' designed to enable all their pupils to succeed.

28 Camden schools participated in year 1; 96 London schools in year 2; and 33 London schools in three local London areas in year 3.

A team of Camden education leaders analysed the Lesson studies each cycle identifying patterns and commonalities that were shared with teachers and further explored in subsequent lesson studies. A team of Cambridge University researchers analysed teachers' learning in their discourse planning and analysing research lessons, and provided regular feedback on their ways of learning through these discussions.

When the first cohorts of primary (2016) and secondary (2017) pupils took the new mathematics national exams, Camden results were at their highest ever in comparison with national levels. Non-participating schools had fallen against the same measure.

This plenary will share the methodology, the results in pupil learning outcomes, and insights into teacher learning, system learning and achieving self sustaining Lesson Study development in school clusters.

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