Pearson

# Future of maths panel

To support our ongoing research into the future of maths education, we ran a series of panel events with subject matter experts in autumn 2024. These were wide-ranging discussions but some clear themes emerged, which will inform our next steps.

**The key discussion points are summarised below.**

## Challenges with the Current GCSE Maths Curriculum:

The current system is seen as failing too many students, particularly those at the Foundation level, with many of those sitting foundation moving on to resit.

"Everyone should leave school competent in everyday maths, data literacy and problem-solving. Unfortunately, foundation maths GCSE content is not preparing our students for life in the digital world." – Susan Okereke.

## Assessment Reform and Reducing Exam Pressure:

There is strong support for shifting towards regular, lower-stakes assessments that build skills and provide ongoing insight without focusing on pass/fail outcomes.

"When you go out into the world of work and you engage in continuing professional development, you're not tested on everything that you've learnt, for however many years previous… it just does not reflect real life to do one single, long assessment in May, June of one year." – Naomi Norman.

## Role of Technology in Education and Assessment:

Despite its potential, technology has not significantly changed maths education. There are calls for integrating technology more effectively, especially with AI.

"What we should be teaching our students is how to use spreadsheets effectively, how to use computer algebra systems to solve the algebra so they can focus on higher level problem solving, and how to use AI effectively to explore the questions correctly." – Dr Andy Kemp.

## Flexibility and Individual Learning Rates:

There is a strong desire for a more flexible system that acknowledges individual learning paces, potentially through splitting the curriculum or assessments.

"I have this fundamental belief that everyone can do maths, and it just might be that some of them may not get there until their 20s, and some of them will get there when they're 12."– Mel Mudowney.

**Learn more about our research**

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