

Friday 7 April										
1500 -1720		Registration with tea/coffee and settling in Guided tour with Florence Nightingale 16.20 – 17.20 Math Trail available in vestibule until 15.30 on Saturday (prize draw from successfully completed trails).								
Opening Plenary	1730-1845	Welcome and Liz Meenan: <i>Geometry for all through paper folding</i>								
AGM/Newcomers	1845-1930	<i>First timers' welcome session (Liz Russell, Sue Forrest and Oli Thompson)</i>								
Dinner	1900-2030	<i>Founders Dining Room</i>								
Social event	2030-2130	<i>Quiz (accessible, mathematical and light-hearted) in Crossland Suite</i>								
Saturday 8 April		Prim 1	Prim 2	Sec 1	Sec 2	Post 16 A	Post 16 B	All	General	T&L with ICT
Primary Plenary	0900-1015	Debbie Morgan (NCETM), <i>What is mastery, why does it matter, and what are teachers doing where it's working well?</i>								
Session 1	1020-1135	Rachael Horsman <i>Activities for developing geometrical thinking in Primary</i>	Sian Thomas <i>Inspire Maths: Using the Singapore Approach</i>	Kevin Lord <i>Solving problems with card and paper</i>	Peter Jarrett <i>When learners can't or won't do maths! Making maths fun and engaging for everyone.</i>	Lisa Pollard <i>Mathematics at level 3: challenges and opportunities</i>	Tom Roper <i>Mechanics and human motion</i>	Robert Barbour <i>Recruiting, retaining and supporting mathematics teachers</i>	Adam McBride <i>The Simpsons rule</i>	Douglas Butler <i>Autograph for 11-16 mathematics</i>
Break	1135-1200	P u b l i s h e r s E x h i b i t i o n and Refreshments								
Session 2	1200-1315	Fran Watson <i>NRICHing Fractions</i>	Maths No Problem <i>'Singapore maths' for mastery</i>	Simon Mazumder <i>Is Problem Solving Difficult?</i>	Colin Foster <i>Mathematical Etudes</i>	Sidney Tyrrell <i>Making sense of statistics</i>	Andrew Taylor <i>Problems, models and data... the challenges of the new A-level.</i>	Chris Budd <i>Using climate change to motivate teaching</i>	Chris Pritchard <i>Round peg in a square hole</i>	Mark Dawes <i>Geogebra 1: getting started</i>
Lunch	1315-1415	P u b l i s h e r s E x h i b i t i o n								
Session 3	1415-1530	Rose Griffiths/ Sue Gifford <i>Manipulatives with 3-9 year olds</i>	Jo Lees <i>Primary reasoning and problem solving in KS2</i>	Liz Russell <i>Resources to use with feeder schools to support transition</i>	Kathryn Greenhalgh/ Charlotte Thompson <i>Developing reasoning</i>	Nick McIvor <i>Core Maths on the ground: what works?</i>	Graham Griffiths <i>Beyond GCSE resits: provision for post-16s without a C+</i>	Margaret Brown <i>Mathsworld UK</i>	Peter Neumann <i>A prehistory of Lagrange's theorem</i>	Douglas Butler <i>Chasing PS ideas from the web</i>
Break	1530-1550	P u b l i s h e r s E x h i b i t i o n and Refreshments								
Session 4	1550-1700	Ruth Bull <i>Fluency through games</i>	Pete Sides <i>Bar modelling-bar logic.</i>	Mel Muldowney (JustMaths) <i>Activities to help develop resilience at KS3/4</i>	Colin Foster and Jeremy Hodgen <i>Moving your underachieving year 9's</i>	Fiona Allen <i>Making GCSE resit classes work</i>	Will Hornby (OCR) <i>Large data sets for KS4 and 5</i>	Pietro Tozzi (Pearson) <i>Bringing maths teaching into the 21st century</i>	Jim Simons <i>Meet the surreal numbers</i>	Stephen Britton <i>Beginning to use Desmos in the classroom</i>

Saturday continued

1705-1800	Open meeting Teaching Committee in Auditorium: <i>Challenges and Opportunities in UK Maths Education</i>
1830-1930	President's Reception in the Picture Gallery (with optional tour)
1930-2045	Dinner in Founders Dining Room
Dining Hall Bar	Saturday night special with Ben Sparks and David Acheson: <i>A mixture of maths and live music, in which David and Ben will attempt to explore their common denominators</i>

Sunday 9 April		Prim 1	Sec1/Prim2	Sec 2	Sec 3/Post 16 A	Post 16 B : FM Strand 1	Post 16 C: FM Strand 2	All	General	T&L with ICT
President's Address	0900-1010	Jennie Golding <i>Is it mathematics or is it school mathematics?</i>								
Session 5	1015-1125	Jennie Pennant <i>Every lesson a PS lesson</i>	Lucy Rycroft-Smith <i>Using board games in the classroom 7-16</i>	Nicola Bretscher Practical Approaches <i>Developing reasoning in geometry</i>	Tabitha Gould Lizzie Kimber <i>Underground Maths</i>	Keith Profitt <i>Combinatorics: a new pure topic in FM</i>	Stella Dudzic: <i>Statistics in Further Maths</i>	Ems Lord <i>Wildmaths Welcome to the wild side!</i>	Gerry Leversha <i>One problem, many solutions</i>	Mick Blaylock <i>Spreadsheets in action with students 15-18</i>
Break	1125-1145	P u b l i s h e r s E x h i b i t i o n and Refreshments								
Session 6	1145-1255	Katie Crozier <i>Numberlink Boards</i>	Julia Brown <i>Primary Maths Challenge at transition (Prim/Sec)</i>	Sue Childs <i>Student journals to support deep conceptual understanding</i>	Julia Smith <i>Recharge and motivate: ideas for GCSE resits (or others challenged by GCSE)</i>	Keith Profitt: <i>Modelling with algorithms: the second half</i>	Richard Lissaman: <i>Ideas for teaching matrices, transformations and vectors in FM</i>	Darren Macey, Lucy Rycroft-Smith <i>The n camel stack problem</i>	Chris Sangwin <i>The pendulum, plain and puzzling</i>	Douglas Butler <i>Autograph for 16-19 mathematics</i>
Lunch	1255-1340	P u b l i s h e r s E x h i b i t i o n								
Session 7	1340-1450	Primary sub-committee <i>Number Sense</i>	Rachael Horsman <i>Ideas for developing geometric thinking</i>	Stephen Kean <i>Making the most of handheld technology</i>	Mick Blaylock <i>Perspectives on post-16 provision for 2017</i>	Stella Dudzic: <i>Mechanics: a close look at two topics</i>	Richard Lissaman: <i>Sets, logic and Boolean algebra: a new topic in Pure FM</i>	Tom Roper: <i>Taxi cab geometry</i>	Joyce Brown: <i>The mathematics of bell ringing</i>	Mark Dawes <i>Further Geogebra</i>
Closing Plenary	1500-1610	Rob Eastaway <i>Solving outside the box: creativity in problem solving</i>							Keith Profitt: <i>Your school's FM offer: decisions</i>	Richard Lissaman: <i>Using technology to investigate DES</i>
End	1610-1630 Closing refreshments									
16.15	Open meeting Branches									

This planned programme is communicated in good faith but some aspects of it are outside the control of The Mathematical Association, so we reserve the right to change it.