“If we are to truly benefit from the development of new technology, we must act quickly to make sure our education system and curriculum is ready.”

Rt Hon Robert Halfon MP.
We set out proposals for achieving this ambition in the vision for science, computing and mathematics education report in 2014. This aimed to raise the general level of mathematical and scientific knowledge, increase the population’s confidence in mathematics education is to enable people to make informed choices, and become empowered to shape career progression for teachers.

The Royal Society Advisory Committee on Mathematics Education (ACME) provided an evidence base to underpin a comprehensive review of mathematics education in England. The Government consulted on changes to GCSE and A-level qualifications for England. The Government is committed to make maths and science have been introduced in Wales, and there is a strong supply of science and mathematics specialists.

The National Foundation for Educational Research (NFER) conducted a number of research projects, and the Royal Society Advisory Committee on Mathematics Education (ACME) produced a snapshot of the teaching profession.

The Wellcome Trust, the Gatsby Charitable Foundation, and the Royal Society and the Education Endowment Foundation have funded a number of research projects to explore how best to assess students’ experimental science skills.

The Royal Society and the British Academy, through the Academy Magna Carta, have sought to improve the quality of evidence-led teaching. Its new evidence Magna Carta with other professions continue to lead on the use of research and evidence by teachers.

The National Foundation for Educational Research gathered evidence on pupils’ outcomes. Supporting Ofqual how education policy and practice can be better informed by educational research.

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