



Salop & Herefordshire Maths Hub Primary Update 21 March 2018

Please view this email in your browser to see the accompanying images...

[Subject Knowledge Enhancement \(SKE\) - Teaching Assistants](#)

We are now able to confirm dates for additional Summer Term work groups as below.

Course code	Where	When	Group Leader
15i	Shropshire Chamber of Commerce, Telford	Wed 13 June, Wed 27 June, Wed 11 July	Kate Burton
15j	St Peter's School, Wem	Tue 8 May, Tue 12 June, Tue 28 June	Karen Wilding
15k	STDC, Shrewsbury	Thur 10 May, Thur 24 May, Thur 7 June	Niki Summers
15l	Worfield School, Bridgnorth	Tue 22 May, Thur 14 June, Thur 28 June	Karen Wilding
15m	Wigmore School, Leominster	Fri 11 May, Fri 25 May, Fri 8 June	Kath Morgan
15n	Gardner Hall, Hereford	Thur 24 May, Wed 13 June, Tue 19 June	Kath Morgan

Please [book](#) a minimum of two and maximum of four Teaching Assistants for one of the groups, if interested.

Subject Knowledge Enhancement (SKE) for Teachers - Oswestry

We are trialling a different SKE work group arrangement with participating schools [booking](#) three different teachers onto the three workshops as follows:

Workshop 1 - Years 1 & 2 - Thursday 28 June

Workshop 2 - Years 3 & 4 - Tuesday 3 July

Workshop 3 - Years 5 & 6 - Thursday 5 July

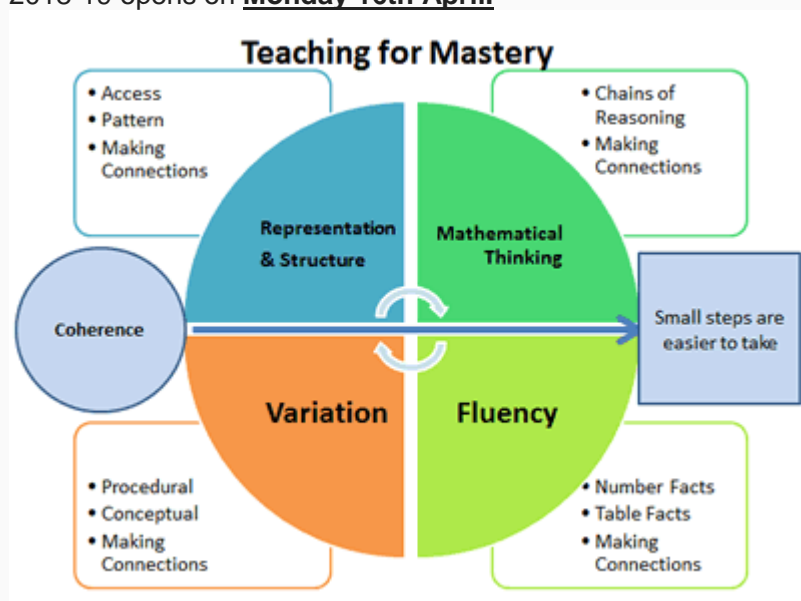
We expect that the participating teachers will work collaboratively in school between the workshops so that there will be continuity between workshops.

If this proves to be successful, we will look to run this format in other locations next year.

Teaching for Mastery (TfM)

2018-19 Work Groups

Please note that recruitment for schools to join the highly regarded Teaching for Mastery work groups for 2018-19 opens on **Monday 16th April**.



To register an interest in our free Primary Teaching for Mastery work groups for 2018-19, please confirm your details on the [booking form](#). In addition to the highly regarded professional learning for teachers, all participating schools receive £1000 towards cover costs, as well as up to £2000 match funding for text books from the approved DfE list.

Funkey Maths Cards

Are you interested in trialling materials to develop pupils' conceptual understanding of times tables? We will be hosting 2 workshops for participating schools to have free training, and the opportunity to borrow

sets of FunKey Maths cards at no charge. The workshops will share whole class and pupil mentoring approaches to support pupils' development with times tables. Each workshop will be for two participants (ideally one teacher and one TA) from five schools.



We are pleased that we have been able to offer places for all schools that offered to host these workshops. We only have room for four more schools to book two participants each (ideally one teacher and one teaching assistant). Please email mathshub@tpstrust.co.uk providing the names and email addresses of you two proposed participants, and preferred workshop:

Monday 21st May - [Millbrook Primary School, Telford](#)

Tuesday 22nd May - [Kingsland Primary School, Leominster](#)

Both workshops will run from 2-4pm. We anticipate that these will be oversubscribed. If unsuccessful with your request, please note that we will be looking to offer additional workshops next year.

[Year 5-8 Continuity Work Group](#)

The work group below includes professional development to help pupils with coherent primary to secondary maths progression. Please let your local Secondary School know when booking:

[Problem Solving and Reasoning](#) (starts 29th June)

[Improving Mathematics in Key Stages 2 & 3 - EEF Report](#)

The EEF have now added eight [RAG self assessment guides](#) for each of the recommendations in the [guidance report](#), summarised neatly in this [poster](#).

IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE

A self-assessment guide

RECOMMENDATION 1

Use assessment to build on pupils' existing knowledge and understanding



! INEFFECTIVE

Assessments are often set without careful consideration of their intended purpose.

Teachers collect summative data but rarely use assessment to collect information about pupils' mathematical strengths and weaknesses. Teaching does not respond to pupils' developing understanding.

Many teachers are not knowledgeable of the common misconceptions in mathematics. This has not been a focus of CPD.

When planning future lessons, teachers do not consider the misconceptions that are likely to arise.

Teachers' feedback is not specific, accurate or clear. It is often limited to empty praise.

Feedback is inefficient and creates a large workload for teachers. Teachers spend a large amount of time marking work. This is potentially distracting teachers from more beneficial activities.

🔄 IMPROVING

Assessments are sometimes set with consideration of their purpose, but this is inconsistent. Not all teachers are confident users of assessment for different purposes.

Teachers are able to achieve a good understanding of pupils' strengths and weaknesses, using a variety of data sources, but they do not adapt their teaching in response.

Teachers' knowledge of common misconceptions is patchy. Some teachers need support to improve their knowledge.

Some teachers plan to address likely misconceptions but this practice is not consistent throughout the school.

Some teachers can confidently and consistently provide effective feedback, but others do not.

There is a recognition that marking workload is a problem, but there is still work to be done to minimise the burden of marking.

✓ EXEMPLARY

Careful consideration is given to how the results of an assessment will be used before an appropriate assessment is selected.

Teachers use a variety of types of assessment, as appropriate, to collect information about strengths and weaknesses. They adapt their teaching in response and use assessment information to inform planning.

Teachers have a good knowledge of the common misconceptions in maths and why they arise. They use this knowledge to inform their assessment.

Teachers use their knowledge of common misconceptions to plan future lessons.

Feedback is effective and generally resembles the principles outlined in the guidance.

Feedback is efficient and does not create a large workload for teachers. There is a healthy balance between oral and written feedback.

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Network Meetings

Herefordshire

1.30pm - 3.45pm Tuesday 12 June 2018

Riverside Primary School, Hereford

Please confirm attendance using the [booking form](#).

Shropshire

Ludlow

Monday 23 April 2018

Bishop Hooper CE Primary School

Shrewsbury

Tuesday 24 April 2018

Shrewsbury Training and Development Centre

Oswestry

Thursday 25 April 2018

The Marches School

Click to [BOOK](#) on to any of the Shropshire meetings.

[Telford](#)

Date and venue to be confirmed

Please email for further details: cpdschoolimprovement@telford.gov.uk

[Booking Form](#)

Please use the [online booking form](#) for bookings. All work groups are **free**, with cover costs of up to £180 per day paid for teachers in their first two years of teaching.

Work groups will be added to the drop down menu on the form when dates and venues are confirmed.

[Inclement Weather](#)

Should any workshops need to be cancelled on the day, we will notify via [Twitter](#), which also has a feed on our [website](#).

Please check either Twitter or our website should you have any doubts whether the workshop will be running because of the weather conditions. The work group will be running if there is no message to inform that it has been cancelled.

[Useful Links](#)

- [Assessment Materials - Teaching for Mastery](#)
 - [Calculation Guidance](#)
 - [EEF Report - Improving Maths in Key Stages Two and Three](#)
 - [Marking Guidance](#)
 - [Maths Glossary](#)
 - [NCETM Maths Podcasts](#)
 - [NCETM Qualifications and Curriculum Microsite](#)
 - [NRICH Teacher Newsletters](#)
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Please use the [online booking form](#) for all bookings, unless otherwise stated

Check our website: www.mathshubs.org.uk/salopandhereford

Follow us on Twitter: [@SandH_MathsHub](https://twitter.com/SandH_MathsHub)

Email mathshub@tpstrust.co.uk if you wish to be added to our database to receive fortnightly updates directly - stating your preference for Primary and/or Secondary.

Can't find the answers?

If you are unable to find answers to your queries from our work groups page:

www.mathshubs.org.uk/salopandhereford/work-groups please email Alison Osborn, our Maths Hub coordinator: mathshub@tpstrust.co.uk

Please follow [@SandH_MathsHub](#) for updates.

Graham

Graham Charles

Salop and Herefordshire Maths Hub Strategic Lead

www.mathshubs.org.uk/salopandhereford

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