

Salop & Herefordshire Maths Hub

Primary Update

1 May 2018

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

Sharing Edition

Please share this edition with your Senior Leadership Team if your school has not yet participated in, or applied to join the highly regarded, free (with up to £3000 funding) Teaching for Mastery (TfM) Work Groups for 2018-19. Please note that this is the last update before the 11th May deadline for applications.

Teaching for Mastery (TfM) - 2018-19 Work Groups

We are inviting applications for Primary Schools to nominate two teachers to participate in our Teaching for Mastery work groups for 2018-19. Please note that our deadline for [applications](#) is **5pm on Friday 11th May**. We recommend that one of the two participating teachers should be Maths Lead, or SLT.

Please click on the following links to find out more about the national picture:

[National Centre for Excellence in the Teaching of Mathematics \(NCETM\) information](#)
[EEF Evaluation of Teaching for Mastery](#)

[Are you a Headteacher who is not sure about getting involved? \(3rd page\)](#)

[NCETM Video and Case Studies](#)

[Ofsted and Mastery of Maths blog](#)

Locally, the evaluations from all of our TfM work groups have been phenomenal:

[From Headteachers...](#)

'The school has hugely benefitted from our teacher being part of the "Teaching for Mastery" developments. Not only has it increased teacher expertise, knowledge and confidence in our participating teacher, the ripple effect on standards and whole staff confidence to teach maths has been significant and very exciting.'

Jenny Davies, Headteacher, Meole Brace Primary School, Shrewsbury.

'Teaching for Mastery has transformed the way that we teach maths. It has enabled to

children to have really deep, secure skills and the ability to apply those skills. Children are more confident, more able to explain their thinking and enjoy maths!

Claire McKeown, Headteacher, Whitchurch Primary School, near Ross-on-Wye.

'Being involved in the Teaching for Mastery programme has significantly increased teacher knowledge and confidence in this subject area. The consequence of this is we are more willing to take risks and trial new ways of working.'

Carla Whelan, Headteacher, Oakmeadow Primary School, Bayston Hill, near Shrewsbury.

Evaluation feedback from all participants has been positive....

[About the collaborative professional development model...](#)

'Observing lessons led by specialist Maths teachers throughout the year helped me enormously in my own teaching of Mathematics.'

'It was really useful to discuss the lessons afterwards.'

'It's been great to have the time to reflect with others – the group discussion is vital. Group planning has been really useful.'

'Having support from the Specialist Teaching for Mastery teacher visiting our own school every term has been really helpful.'

'The TfM WG enabled excellent collaborative thinking and sharing of practice. As a school we are trying to tailor our maths teaching towards this approach. The skills learnt, especially from observing lessons, helped in our quest to achieve depth of learning in the maths curriculum. The WG gave me and my colleague confidence to share with colleagues the ideology of a mastery way of teaching and learning. It has invigorated the teaching of maths throughout the school. We now have a clearer and more effective maths school vision.'

[About the developments to teachers' subject knowledge and pedagogy...](#)

'Structure of the lesson has been the key - slowing the pace to ensure real understanding before speeding up and making connections.'

'The value that small steps in learning are having on all children's confidence and understanding is immense – our previously low attainers are also now making secure progress through deeper understanding.'

'Learning about variation and how it supports pupils in building up their knowledge in small steps by noticing similarities and differences between concepts that they are already familiar with and those that are being introduced has deepened understanding.'

'My questioning has improved and my expectation of children's answers has also improved.'

'I now ensure that children see how Maths links together – children are looking to and are making these links themselves.'

'Building opportunities for children to choose effective CPA approaches has helped them to develop mathematical reasoning.'

'I feel more confident about challenging the higher attainers, without moving them on to different content.'

'There is now a much greater emphasis on use of correct mathematical language in my lessons.'

About the impact for children...

'All children are becoming more adept at their speed of recall due to use of apparatus, revision of procedure and time to practise and reflect.'

'Fluency has improved so we have had more time to develop reasoning and problem solving.'

'Pupils have developed their fluency. Their articulation in reasoning and finding different ways to solve problems has improved dramatically.'

'The different ways of teaching and breaking down topics into more visual ways of learning have enabled the children to understand what calculations mean.'

'There has been much greater participation and progress by lower attainers.'

'My class began to explore and articulate their mathematical knowledge in a way that my previous classes hadn't been able to do.'

'My class used to be lukewarm about Maths first thing. Now they really enjoy it!'

Whole school development – quote from Walford Primary School's Ofsted report...

The Maths Subject Leader 'has provided training and support for staff members. This has strengthened their subject knowledge. It has also made sure that they understand and implement the requirements of the new national curriculum for mathematics, including the need to deepen pupils' knowledge and to be able to explain their thinking and reasoning. You have returned to whole class teaching and all pupils have the opportunity to work on tasks that are suitably challenging. Pupils clearly enjoy their mathematics lessons. During the inspection, pupils persevered with challenging problems and checked their work to make sure answers were accurate. Pupils are confident to explain what they are doing and to justify their ideas.'

Our TfM work groups for 2018-19 will be based at the following Primary Schools, with the key stage stated:

KS1: Coalbrookdale, Kingsland, Meole Brace, Much Wenlock, Oakmeadow, Whitchurch.

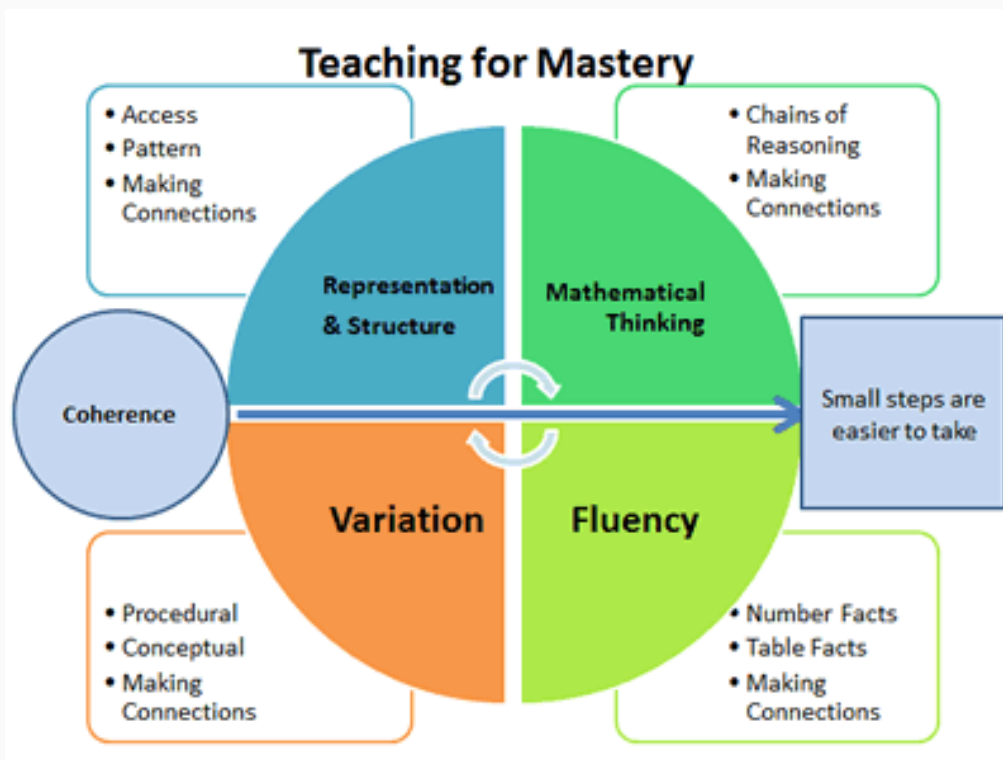
Lower KS2: The Meadows.

Upper KS2: Oakmeadow, Shobdon, Walford, Whixall.



Participants value being part of a collaborative group, benefitting from sharing reflections with each other. Observing lessons led by Primary Teaching for Mastery Specialist Teachers, participating in post-lesson discussions, collaborative planning and teaching, and supportive school visits from one of our Tfm team are all valued by teachers, Maths Leaders and SLT from participating schools.

Whilst being free to schools (with up to £3000 additional funding), the DfE have invested £67million in these well regarded work groups to support this high quality collaborative professional development model. The Mathematical focus is on development on the five big ideas, as shown in the diagram below.



Please email mathshub@tpstrust.co.uk if you have any questions about these work groups, or if you would like to speak to a Headteacher or Maths Lead about the impact that participating in these work groups has had for their school, from one of the 72 Salop & Herefordshire based Primary Schools that have actively participated in these groups.

[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 - FULL	Kate Burton
15j	St Peter's School, Wem	Tue 8 May, Tue 12 June, Tue 28 June - FULL	Karen Wilding
15k	STDC, Shrewsbury	Thur 10 May, Thur 24 May, Thur 7 June	Niki Summers
15l	St Mary's Bluecoat CE Primary 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
15q	John Masefield School, Ledbury	Thur 14 June, Thur 28 June, Thur 12 th July	Niki Summers

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.

[Professional Development Plans for Next Year](#)

Over the next month we will be finalising PD opportunities for 2018-19. Please email mathshub@tpstrust.co.uk with your work group suggestions to support your Maths development plans for next year.

[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 17 September 2018

Bishop Hooper CE Primary School

Shrewsbury

Tuesday 18 September 2018

Shrewsbury Training and Development Centre

Oswestry

Thursday 25 September 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](#)

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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Our mailing address is:

Salop & Herefordshire Maths Hub

The Priory School

Longden Road

Shrewsbury

Shropshire

SY3 9EE

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