

Bespoke

MathsHUBS

May 2019 | Issue No. 16

NEWS from the Maths Hubs Programme

Welcome to the latest issue of Bespoke, as the Maths Hubs Programme embarks on a period of expansion, with two new hubs about to start work and three more in the pipeline. We also reflect opportunities for secondary schools to start introducing teaching for mastery, and showcase two primary schools celebrating success with their mastery approaches.

COMING SOON: NEW MATHS HUBS IN THE NORTH WEST – READY FOR A SEPTEMBER START

Two new Maths Hubs in the North West are gearing up for work to start in earnest at the beginning of the autumn term. They will join the four hubs already successfully supporting schools in the region, and bring the network of hubs across England to 37. The new hubs are: Abacus NW Maths Hub and Cheshire and Wirral Maths Hub.

As with all established hubs, launched in 2014, the new Maths Hubs will be led and administered from one or two lead schools. But leadership and CPD activities are located around a group of individuals and schools spread across the area served by the hub. Teaching for mastery will feature prominently in the professional development opportunities available to teachers, schools and maths departments. But there will also be a rich mix of other projects, offering extended, collaborative CPD activities, in areas including Early Years maths, GCSE and A level.

Meanwhile, the process has started to recruit schools or colleges to lead a further three new Maths Hubs: in the West Midlands, Essex and the M4 corridor/Wiltshire. These will start work in September 2020, bringing the network up to 40 hubs.

ABACUS NW MATHS HUB



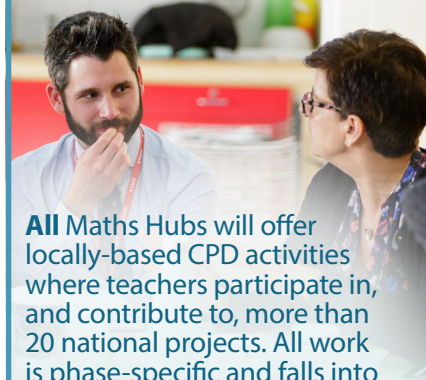
Led by Cardinal Newman College and Our Lady's Catholic High School, both in Preston. It will serve schools across Blackpool, Fylde and parts of Lancashire.

CHESHIRE AND WIRRAL MATHS HUB



Led by Our Lady of Pity RC Primary School in Wirral, and Alsager (secondary) School in Cheshire. It will serve schools across Wirral, Halton, Cheshire East, Cheshire West and Chester.

MATHS HUBS PROJECTS FOR 2019/20 FINALISED



All Maths Hubs will offer locally-based CPD activities where teachers participate in, and contribute to, more than 20 national projects. All work is phase-specific and falls into three broad areas:

- Developing **whole school or departmental improvement** in the way maths is taught and learnt. Teachers join a Work Group, meeting over an extended period, with a focus on mastery, GCSE, A level or other areas.
- Developing early-career teachers or teaching assistants as **better classroom practitioners**.
- Developing experienced teachers as **leaders of maths-specific professional development** of groups of teachers outside their own school.



TEACHING FOR MASTERY IN SECONDARY SCHOOLS

Teaching for mastery means students gaining a deep and lasting understanding of mathematical procedures and concepts.

The NCETM and Maths Hubs offer two different, funded professional development programmes in teaching for mastery. Both involve individual teachers and their departments working over time to embed mastery into maths learning. One involves a highly trained teacher supporting other schools to do the same.

MASTERY SPECIALISTS

Teachers who want to become experts in mastery and take it beyond their own school can become Mastery Specialists. They are linked to their local Maths Hub.

The three year Secondary Mastery Specialist Programme involves fully funded face-to-face training and online collaboration. Participants on the programme also work to achieve NCETM PD Lead status, a nationally recognised qualification.

WORK GROUPS

Maths Hub Work Groups, each led by a Mastery Specialist, offer locally based, collaborative CPD. Two teachers, 'Mastery Advocates', from each of a small group of schools or colleges, meet half termly. Together they develop classroom and departmental approaches consistent with teaching for mastery.

The Mastery Specialist leads the process and gives bespoke support to each school or college.

Implementing teaching for mastery has been a huge success. The biggest difference in our department is the shift in culture of both our teachers and our students.

Mastery Specialist, London

To anyone considering joining a Work Group, I could not recommend it enough. It is arguably the best continual professional development you can get.

KS3 Maths Co-ordinator, London

It is rewarding to see the lessons students are now experiencing with teachers who are teaching for a deeper understanding.

Mastery Specialist, South Yorkshire

The 'open lessons' provide inspiration by showing the strategies in real-life use. This allows for genuine developmental conversation.

Head of Maths, Surrey

MASTERY: YOUR QUESTIONS ANSWERED

Chances are that even if you've heard of teaching for mastery, you will have some questions about it. You may have also heard some of the mastery myths which are out there.

Our Q&A answers the questions that teachers and leaders may have about implementing mastery. We also bust some of the common myths about this approach to maths.



The NCETM? What is it? What is its role?	The National Centre for Excellence in the Teaching of Mathematics (NCETM) was set up in 2006. We support schools, colleges, teachers and anyone seeking maths-specific CPD. We firmly believe that the mastery approach works in maths classrooms, and we coordinate plenty of professional development to support anyone interested in developing mastery in their school and beyond.
Where do Maths Hubs come in?	A national network of 35 Maths Hubs has existed since 2014. They work closely with the NCETM to organise and lead maths-specific professional development at the local level. All the CPD available through the NCETM and Maths Hubs blends national expertise with knowledge of the local landscape.
Isn't teaching for mastery just for primary school children?	Definitely not! Mastery is not yet as well established in secondary schools, but more and more are embracing it each year. The mastery approach is just as beneficial to secondary school students. The NCETM has lots of guidance and information about how mastery works in secondary schools. Their Work Groups are suitable for secondary maths teachers at all stages of their career.
I've heard that it only works if you get rid of sets and have mixed attainment groupings. Is this true?	Again, this myth is not true. Mastery is based on the belief that all students can achieve. This belief does not rely on mixed attainment groupings to be successful. Schools are free to make their own decisions about sets or mixed attainment groupings.
Has it shown results yet at secondary?	Mastery, like all effective classroom practice, is not a quick fix. It relies on teaching over time promoting deep understanding. Many schools who have adopted mastery are already reporting that their students are stronger and more confident mathematicians.
I've heard of mastery but I'm not sure about it. Why would I get involved if I'm not keen?	Mastery is not an educational fad or gimmick. The term is simply a label which refers to students doing maths deeply, effectively and efficiently. Already for thousands of teachers, mastery has been a catalyst for deeper thought about their teaching.
Surely implementing mastery is going to involve a huge cultural change? It would be too much on top of everything else we have to do.	Embracing teaching for mastery can involve a cultural shift, but it is one which teachers and schools who have done it so far believe to be completely worthwhile. Teachers in Work Groups aren't alone. They benefit from the support of their local Maths Hub and Mastery Specialists. It is worth the investment and the change.

OUTSTANDING SCHOOLS, OFSTED AND MASTERY

Maths Hubs work with primary schools across a range of different contexts and settings to establish teaching for mastery and make pupils into confident mathematicians. Two primary schools who are graded Outstanding by Ofsted, and who deliver maths through teaching for mastery, share why it works for their pupils.



KENTMERE PRIMARY ACADEMY ROCHDALE, GREATER MANCHESTER

Kentmere is in an area of significant deprivation. Over 40% of pupils qualify for Pupil Premium funding, and 60% have EAL. The school's progress score in maths is well above average. Ofsted graded the school as Outstanding in January 2018.

Headteacher Sarah Isberg and maths lead Hannah Duffy have been working together since 2013 to embed mastery, also working closely with the local Maths Hub, North West One. Hannah uses her expertise as a Mastery Specialist to support other teachers in Teacher Research Group style co-planning sessions.

Shared PPA time enables teachers to co-plan in year teams, with input from Hannah. Discussions around taking small steps, incorporating fluency and best use of textbooks have created rich professional dialogue, leading to well-planned lessons which cater for all pupils.

□□ We have created a safe culture of practice. Teachers can ask about anything if they feel unsure. There is lots of support in place. □□

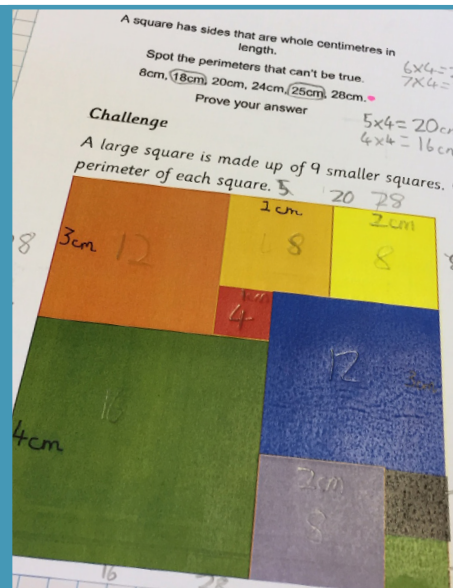
Sarah Isberg, Headteacher

WINDHILL21 BISHOP'S STORTFORD, HERTFORDSHIRE

Despite being located in an affluent area, Windhill21 has percentages of pupils with EAL (27%) and pupils with SEND (14%) above national averages. Its progress score in maths is above average. Ofsted graded the school as Outstanding in January 2018.

Windhill21 works closely with its local Maths Hub, Matrix. Sarah-Jane Pyne is the school's maths lead and trained as a Mastery Specialist through the NCETM/Maths Hub Programme. She works with Kirsty Pettinger, Matrix's Teaching for Mastery Lead, to support other local schools introducing mastery.

Success comes from the school's culture of expecting all pupils to succeed. Additional support is given as and when required, but is not the norm. Teachers teach to the top of the class and support lower-attaining pupils to keep up, rather than assuming they will not 'get it'.



□□ Getting lesson design right took time but we now have effective schemes of work for all year groups, designed by the teachers who teach them. □□

Sarah-Jane Pyne, Maths lead

Want to find out more about how these schools work with their local Maths Hubs?
Visit www.ncetm.org.uk/masteryschools to read the full article.