

EAST MIDLANDS EAST MATHS HUB

NEWSLETTER - MARCH 2019



Mr Vincent supporting children's reasoning during a Shanghai Lesson at Langar C of E Primary School

Introduction

Welcome to the East Midlands East Maths Hub Spring Newsletter.

All work groups for this academic year are now underway, with over 200 schools having engaged with our Maths Hub activities. During visits to a range of work groups it has been great to see the fantastic professional development that is being delivered by our local leaders.

Potential work groups and activities for the next academic year are currently being discussed with the National Centre for Excellence in Teaching Mathematics (NCETM). Details of what these will encompass and how you can get involved will be shared as early as possible.

Earlier this term we were delighted to welcome two colleagues from Shanghai, Mr Xi and Mr Vincent, as part of the ongoing primary England-China Exchange programme. This was the return leg of the exchange which had seen David Owen-Jones from Langar C of E Primary School and Michael Sharpe from Ling Moor Primary School visit Shanghai in the Autumn term. The visit offered colleagues from across the region the opportunity to observe mastery teaching in practice and to be involved in Shanghai-style Teacher Research Groups.

In this newsletter we will explore some reflections from the visit and also investigate how Teaching for Mastery is beginning to develop in secondary schools.

IN THIS ISSUE

REFLECTIONS FROM THE PRIMARY SHANGHAI EXCHANGE

FUNDED PRIMARY TEACHING FOR MASTERY WORK GROUPS

MASTERY READINESS PROGRAMME

REGIONAL SECONDARY CONFERENCE

BEING INVOLVED IN A SECONDARY TEACHING FOR MASTERY WORK GROUP

SECONDARY FUNDED TEACHING FOR MASTERY WORK GROUPS

BECOME A SECONDARY MASTERY SPECIALIST



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Reflections from the Primary Shanghai Exchange

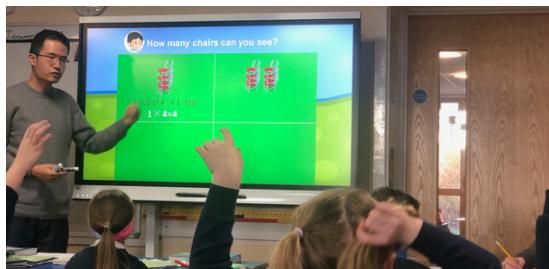
David Owen-Jones - Teaching for Mastery Specialist, Langar C of E Primary School

In January our small school was lucky enough to receive two of the Shanghai teachers, Mr Xi and Mr Vincent, as part of the England–China Maths Exchange Programme. Whilst in Shanghai, I was privileged enough to spend a week in each of their schools, so it was exciting to be able to return the favour.

During the two weeks at Langar, Mr Vincent taught year 6 a sequence of lessons on area and perimeter, and Mr Xi taught mixed year 2 and 3 all about multiplication.

The children had been excited about the Chinese teachers arriving, not just because of the prospect of 2 weeks without me teaching them maths, but also because of the feedback I had given them after my experience of China and the lessons there.

During the sequence of lessons, the children's level of engagement was fantastic across all the age groups. The language barrier was not an issue, and being involved in all of the lessons enabled me to assist on the odd occasion where a piece of vocabulary was needed to aid the children's understanding.



The children also coped admirably with the number of adults that came to observe each of the lessons. To be able to host up to 50 adults in each session, with the organisational help from the Maths Hub, was an amazing experience.

The discussion generated by each session was a pleasure to be a part of, and to see so many fellow professionals enthused and inspired by Teaching for Mastery made the whole process worthwhile, especially knowing the impact it would have on the huge number of children across the county.

Emily Brown - Head Teacher, Langar C of E Primary School

We were thrilled to hear that David Owen-Jones had been successful in securing a place on the exchange programme and the benefits it has brought to school have been outstanding. Hosting Mr Xi and Mr Vincent as part of the programme was both an honour and an accolade.

For a small school of 91 pupils the opportunity to host two teachers from Shanghai was exciting if not a little daunting. Two hundred visitors coming through our doors over two weeks, and up to 50 teachers watching lessons taught to our 12 year 6 children sounded somewhat intimidating! However, our team here pulled together and each played a part in ensuring the logistics ran like clockwork and visiting teachers commented on the calm atmosphere and warm welcome. Our staff thoroughly enjoyed watching the lessons taught by our Shanghai counterparts which demonstrated clearly the Mastery model that David has introduced and established here.

The legacy of the exchange is continuing; schools who sent teachers to the demonstration lessons have asked to come back to see maths taught by our staff, collaborative partnerships have formed with other schools who are part of the Maths Hub and the reputation of Langar as a beacon of good practice in mastery maths has spread. We are really grateful to the NCETM for this opportunity and would love to take part again in the future.



Primary Funded Teaching for Mastery Workgroups

Applications are now open for primary schools who wish to take part in the funded Teaching for Mastery Work Group programme during 2019/20. Each school will receive a £1,000 grant towards the cost of teacher release time and financial help towards the purchase of text books. The deadline to submit an application is 22nd March 2019 and forms can be found [here](#).

Jason Barratt from Sleaford Church Lane Primary School, who has participated in a Funded and Sustaining Work Group, writes...



Being part of a funded work group COMPLETELY changed the way the school and I saw maths. It allowed us to speak with an expert on theories and techniques to use so that we could develop and enhance (more importantly) our teaching and the children's understanding. We were given small challenges to trial and use in school and over the year, bit-by-bit, maths has changed for the better. Since being involved, outcomes at year 6 SATs have improved from 79% to 90% of children at Age Related Expectation with a KS1 to KS2 progress score of 2.5.

We are predicting and seeing further improvements throughout school. Confidence in all teaching and support staff has improved with CPD and children are looking at maths in a whole new way – a better way! We were recently peer reviewed by an OFSTED inspector, who commented on the exceptional maths throughout school - both verbally and written. The consistent approach through school was highly commended too.

If it wasn't for the Maths Hub, I am certain our maths would not be as good as it is today.

Mastery Readiness Programme

This year we have been supporting schools across the region through a programme of collaborative training and bespoke school support on our Mastery Readiness Programme. The programme is designed for schools who are interested in mastery but do not yet feel ready to move into a formal development programme, with involvement automatically leading to inclusion in the fully funded programme the following year. To express an interest, please contact Julie Naidu email j.naidu@minster.notts.sch.uk

Regional Secondary Conference

In partnership with East Midlands West and East Midlands South we will be running a Secondary Conference on Tuesday 2nd July 2019 at Newark Showground.

The day will be a mixture of keynote speakers and workshops. The Keynote Speaker this year will be Rob Eastaway, Mathematician, Author and Director of Maths Inspiration.

Please click [here](#) for further information and to book a place.

Innovation Work Groups

Work this year includes:

Metacognition and maths outcomes in the Early Years

Metacognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. This work group is researching how teachers can support and encourage this higher order thinking in the early years classroom.

Mastery in Mixed Age Classrooms

A number of smaller schools in the region operate with mixed aged classrooms. This work group has provided resources and ideas for teachers about how mastery can be implemented in this context

ICCAMS (Increasing competence and confidence in Algebra and Multiplicative Structures)

This project aims to target misconceptions through discussion, multiple representations and realistic contexts. It uses materials produced and trialled through a research project by Durham University.

If you have any suggestions about specific areas of local need that would benefit from some research and support then we would love to hear from you.



Being involved in a Secondary Teaching for Mastery Workgroup

Josh Cutts & Olivia Swinscoe - The Redhill Academy

Olivia and I applied to be Mastery Advocates in 2017/2018 academic year with the view to increasing our, and our faculty's, understanding of how mastery can improve the quality of teaching and learning, particularly at Key Stage 3.

After an initial launch meeting which included an overview of the '5 big ideas' we have worked closely with a Secondary Teaching for Mastery Lead along with the Maths Hub Lead, through a series of face-to-face sessions and school support visits. The sessions have focussed on areas such as variation theory, the use of medium-term planning as well as the different types of representation we can use to help support student understanding.

Sessions have been well planned and informative and have allowed us to effectively deliver training within our faculty. Having decided to use variation as a focus this year, we asked colleagues to create a task based on the principles of variation and there was real enthusiasm about these types of tasks that include well thought through, progressive questions. It was noticeable how the number of conversations around teaching in general and creating tasks increased between meetings.

During a school support visit I was observed teaching a simultaneous equations lesson to a class of middle ability Year 8 students. The lesson was jointly planned with Olivia, and used bar models as a key representation. The post lesson discussion was incredibly useful in evaluating the effectiveness of this particular strand of mastery.

We are keen to continue working with the Maths Hub and NCETM next year to build on the work we have started. Both Olivia and I feel that our teaching has greatly benefited from attending these sessions and we have really enjoyed spending time with like-minded professionals collaborating to improve the understanding of our students. We would highly recommend any teachers with a real interest/passion in pedagogy to get involved.

Secondary Funded Teaching for Mastery Work groups 2019/20

Applications are now open for secondary maths departments wishing to participate in the funded work group programme during 2109/20. Each school receives a £2,000 grant to enable advocates to work with specialists and within their own departments.

As part of a work group you will work with a Secondary Teaching for Mastery Specialist to introduce and develop mastery within your department, during which you will:

- collaborate with colleagues from other local schools to share best practice
- take away ideas to help your students become more confident mathematicians, ready to tackle GCSEs and A levels
- introduce and embed Teaching for Mastery in your classroom and department

Work group schools nominate two colleagues from within their maths department to become 'Mastery Advocates' to lead this project within their faculty. Further information and an application form can be found [here](#).

The deadline for submitting an application is 24th May 2019.

Become a Mastery Specialist

There is also an opportunity for secondary colleagues to apply to be a Secondary Mastery Specialist.

In this role you will receive fully funded training from experts, develop your own expertise, and then support others.

As part of the Mastery Specialist programme, you will also work to achieve NCETM PD Lead status.

If you require further information please click [here](#).

The deadline for submitting an application is 26th April 2019.

