MATHSHUBS
BUCKS, BERKS AND OXON

Summer Term 2021

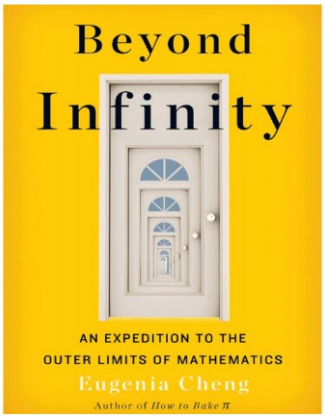
Newsletter 7 July 2021

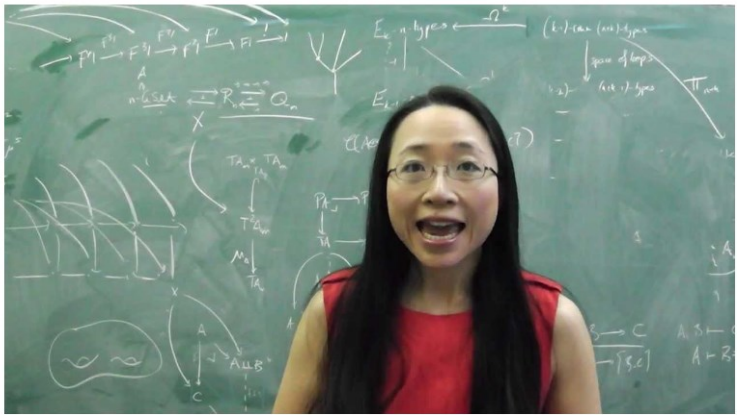
All of our Work Groups are free

News from our Maths Hub Lead, Abha Miller:

Well we made it!

I hope you will be able to put your feet up soon and enjoy some summer reading. I am currently updating my mathematical library, investing in some new books and looking forward to reading *Beyond Infinity* by Eugenia Cheng.





For more mathematical reads please check out below :

I share the Maths Hub team belief that **Learning is a Life Time Occupation** and you are never too old to learn. We have had an amazing year and I feel very proud to work with such a professional, collaborative community.

You are all superheroes!

I hope you have a great summer and get to catch up with your loved ones.

Stay Safe

Best wishes, Abha Miller

Join the BBO Maths Hub by emailing info@bbomathshub.org.uk
Maths Hub Lead - Abha Miller amiller@whs.bucks.sch.uk
Follow us on Twitter @BBOMathsHub

My Belief – Learning is a Life Time Occupation

Jo Walker, Secondary Mastery Lead and Assistant Maths Hub Lead

Reflection :

What a manic and changeable year this has been in education, from teaching online to Covid rules in school to yet another way of doing grades. We have all had a lot to get our heads around but we have reached the end of this academic year and successfully overcome the hurdles that have been placed in our path. I certainly feel that I have learned a lot this year, both technologically but also in terms of stripping back what I do as a teacher to what really matters, being in the classroom and doing my best to help our students become the best people they can be, both academically but also as their own person.

I have worked with a wide range of schools this year and the vast majority have managed to continue to develop their maths teaching pedagogy and to fit this around their school and home commitments. From the feedback that I have received this is partly due to participants overwhelmingly believing that this CPD we offer is beneficial to them, their departments and most importantly the students in their schools. I would like to thank my work group leads who have been very flexible this year in terms of running extra sessions and meeting on an individual bases to help participants who missed meetings because of school commitments changing.

All in all a very positive outcome to a very challenging year.

Looking Forward :

I have been thinking about the next academic year for a while as planning starts in the Spring term. There are lots of changes to the programmes offered next year for secondary because of the following :

- Impact of Covid so the 5 to 8 programme has changed
- Needs of the teachers in our area leading to thinking more about developing leaders in maths education such as heads of department and those responsible for mathematics teaching in MAT's
- Teaching hubs not teaching schools so pedagogical support for non-specialist and early career teachers is now our responsibility
- The two recent reports in maths from EEF and Ofsted which means that we are building wider those programmes linked to mastery such as Developing, Coherence and Mathematical Thinking

This means there is something for all. I truly believe that in this ever-changing world that for the benefits of our students it is important that we as teachers continue to develop our understanding of effective pedagogy and how to develop and deliver lessons using it within our own practice and that of the department we work in. The programmes we run are called 'continuous professional development' because unlike other professional development they have sessions spread over a year so you have time to try out, reflect and discuss ideas with the others on your course.

My Belief – Learning is a Life Time Occupation (cont.)

All of our programmes are led by experienced teachers who are specialists in their fields and have had training to deliver outstanding continuous professional development, and all look at developing resources for you to try out with your students and department.

To find out more please see the Secondary Section of this Newsletter, our website, https://www.ncetm.org.uk/professional-development/ and https://www.ncetm.org.uk/maths-hubs/what-maths-hubs-are-doing/.

I hope that this inspires you to take part in one of our work groups during the next academic year and I wish you a restful and enjoyable Summer break. You have certainly earned it this year.

Introducing Mastery Readiness

Gill Knight, Primary Work Group Lead

Many primary staff reading this will have been part of a mastery work group: Developing Mastery, Embedding Mastery and, for the first time this year, Sustaining Mastery. But how many know about Mastery Readiness?

Readiness is an optional year at the start of the primary pathway, designed for schools that would benefit from additional support to start adopting a mastery approach to teaching. Just like the other Mastery work groups, the content is built around five key ideas, but in this case called Catalysts for Change. These cover areas it's really helpful for a school to have addressed to be ready for launching into whole school change. We think about each school's vision for maths – what does it mean to be a good mathematician and how does having a shared understanding of this support teachers to deliver effective maths lessons? How do mindsets (both child and adult) impact on attitudes to learning? What systems do schools need to have in place, for example professional development for staff, or ways of supporting pupils who need a little extra help? Time is also spent developing the subject expertise of participating teachers, along with their understanding of the importance of pupils developing arithmetical proficiency and how teachers can support them to achieve this.

On top of five full days of workshops across the academic year exploring these ideas, schools also receive regular, bespoke visits from their work group leader who has expertise in both teaching for mastery and school improvement. This means that support can be closely matched to the needs of the school and provides a secure basis for joining a Developing Mastery work group. Sometimes the school maths lead has a lot of experience and knows what they want to achieve but enjoys having an external expert to bounce ideas off to decide which actions to prioritise. In other schools, the maths lead is new in role and leading a core subject for the first time, so the focus of the support is how to lead a subject: writing and monitoring subject development plans, carrying out learning walks and giving feedback to colleagues or preparing to talk about maths to external visitors.

Introducing Mastery Readiness (cont.)

Another option schools have valued is the work group leader modelling a lesson and then unpicking it with teachers. This flexibility has been particularly valuable this year: as schools have responded to the unprecedented demands on them, the Mastery Readiness support has been tailored to reflect this.

In the words of one maths lead: "*Thank you for all your support this year! It has been invaluable*." Another said: "*As always, it is such a pleasure to spend time with you discussing how we can move forward as a school and your support is so greatly appreciated - I always find it so useful talking through things with you.*" Most importantly of all, at the end of the year participants could see the benefits for their pupils of the changes they had introduced while being part of a Mastery Readiness work group.

If you have not yet taken part in a Developing Mastery work group and would like to find out more about how Mastery Readiness could support your school on the first steps on your mastery journey, more information, along with an application form, can be found here: https://bbomathshub.org.uk/primary-mastery-work-groups/ If you would like to chat to someone to find out more about how the programme could support your school, please get in touch with the maths hub – we would be happy to arrange a call with you.

Algebra in year 7; re-writing our curriculum

Sian Roberts, Secondary Mastery Specialist, The Cherwell School, Oxford

Our starting point was a department meeting in which we looked, in small groups, at a set of GCSE papers. We went through them in some detail and identified the questions and, importantly, the broader topic areas that our year 11 students struggle with. One of the clear problem areas which emerged was algebra; in our students' answers to algebra questions, we saw many misconceptions and real difficulty in answering questions that were non-standard or required a level of justification or proof.This gave us the impetus to go back and think about how we teach algebra at KS3.

Once we started looking critically at our schemes of work, it was clear that we covered too much too quickly. We reduced the amount of work to be covered and set up weekly collaborative planning sessions for the year 7 teachers and got to work on a rewrite, based on the principles of teaching for mastery. What follows are some of the key factors which arose during this work.

<u>Arithmetic thinking</u>

It became clear that it was necessary to strengthen our teaching of arithmetic so, before tackling the algebra, we wrote lessons on the commutative, associative and distributive laws. We included greater use of bar models and fact families, knowing that these could be built upon later when algebra was introduced.

Algebra in year 7; re-writing our curriculum (cont.)

Manipulatives and representations

We built upon the work done on arithmetic thinking and used bar models to introduce algebraic expressions. We also started using algebra tiles and algebra discs in lessons, making use of virtual manipulatives on mathsbot.com. This really helped our students make links with previous work and become comfortable with new concepts before moving on to the abstract.

The vocabulary of algebra

We put a sharper focus on the precise and intentional use of mathematical vocabulary. In particular, the concept of a variable, so important in algebraic thinking, was something we needed to talk about with greater clarity. By giving the students the correct language, we have increased their confidence to explain and justify their thinking.

Task design; variation and mathematical thinking

We wanted exercises which provided enough practice to help students to move towards fluency, ones which took small steps and provided non-examples and non-standard questions. We started adapting resources and made use of variationtheory.com and nonexamples.com to support this work.

We found rich tasks which deepened understanding on donstewardblogspot.com and Algebradabra (algrabya.blogspot.com).

There have been multiple challenges this year and our algebra plan for year 7 needs further refining. However, we feel that we have built stronger foundations on which to build as students progress through the school. While it's too early to judge any effects on outcomes, students seem more confident and we will continue our collaborative approach into year 8 next year.

Primary Recruitment Opportunities for 2021/22

Mastery Readiness

Since 2014, the NCETM/Maths Hubs Teaching for Mastery Programme has trained hundreds of primary teachers as Mastery Specialists. Thousands of schools have been helped by these specialists to start introducing mastery approaches in their maths lessons. The programme is set to continue for several more years.

But not all schools, for a variety of reasons, are able to move into a formal development programme in one leap. That is why the Mastery Readiness Programme has been developed: collaborative training and bespoke support, available in 2021/22, which provides a stepping stone to take schools into the Teaching for Mastery Programme in 2022/23 and beyond.

The Mastery Readiness Programme is for primary schools that want to adopt teaching for mastery in maths, but would benefit from a staged approach.

If you would like to know more about the Mastery Readiness programme and find out if it would be the right next step for your school, please visit https://www.ncetm.org.uk/maths-hubs-projects/mastery-readiness/ or see our information sheet.

If you are ready to apply for the programme then download the application form here.

Primary Teaching for Mastery Development 2021-22

In 2021/22, all Maths Hubs will be running primary maths Teaching for Mastery Development Work Groups led by Mastery Specialists. This programme is for schools who have a commitment to developing a teaching for mastery approach. Although the school's participation involves two teachers attending events outside of the school and online, it is expected that these two teachers lead development across the whole school. Each Maths Hub is now seeking to recruit schools for these Work Groups, each involving six or seven schools.

Participation in a Work Group enables a school to start, continue or embed teaching for mastery in maths across the school. Work Groups are fully funded so there is no cost for participation. Thousands of primary schools in England have already become part of this popular programme.

If you would like to know more about the Teaching for Mastery programme please visit https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/ or see this flyer produced by the NCETM.

If you are ready to apply for the programme then download the information and application form here.

Primary Work Groups

Below are details of all the Work Groups we are going to be running in 2021/22. We are currently asking for those interested in participating to fill in an expression of interest form on our website so that we can keep in touch with dates and booking details once these are released and made available.

COVID 19 UPDATE : As the impact of the pandemic hopefully recedes, the result for Maths Hubs' work will be a blend of face-to-face activities and frequent online collaboration. We will have more specific information nearer the time on individual Work Groups but will always work within the latest Government guidelines to build on the positive lessons that were learnt from online collaboration during lockdown but also offer face-to face meetings where possible.

All of our Work Groups are free.

Specialist Knowledge for Teaching Maths - Early Years Teachers

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it.

The aim of this Work Group is to develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it. It is designed to support Early Years teachers in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.

These programmes are designed for individuals who would like to develop their specialist knowledge for teaching maths to three to five years olds. This may be particularly relevant for NQTs, teachers that have moved phases, or teachers that have not received maths-specific training.

For more information about this programme, please visit Specialist Knowledge for Teaching Mathematics - Early Years Teachers | NCETM.

To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Specialist Knowledge for Teaching Maths - Primary Teachers

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it.

The aim of this Work Group is to develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it. It is designed to support primary teachers in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.

This programme is designed for teachers who would like to further develop their specialist knowledge for teaching maths. It will be particularly relevant for teachers that have moved phases or teachers that have

Specialist Knowledge for Teaching Maths - Primary Teachers (cont.)

For more information about this programme, please visit Specialist Knowledge for Teaching Mathematics - Primary Teachers | NCETM.

To express your interest in taking part in 2021/22, please fill out the form on our website and we will

Specialist Knowledge for Teaching Maths - Primary Teaching Assistants

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it.

The aim of this Work Group is to develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it. This project is designed to support primary teaching assistants in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.

This programme is designed for primary teaching assistants who are supporting maths, and who would like to develop their specialist knowledge for teaching maths. It will be particularly relevant for new TAs or TAs that have not received maths-specific training.

For more information about this programme, please visit Specialist Knowledge for Teaching Mathematics - Primary Teaching Assistants | NCETM.

To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Specialist Knowledge for Teaching Maths - Primary Early Career Teachers

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it.

The aim of this Work Group is to develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it. This project is designed to support primary early career teachers (teachers in their first two years of teaching) in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.

The programme is designed for primary early career teachers (those in their first or second year of teaching).

For more information about this programme, please visit Specialist Knowledge for Teaching Mathematics - Primary Early Career Teachers | NCETM.

To express your interest in taking part in 2021/22, please fill out the form on our website and we will

Secondary Recruitment Opportunities for 2021/22

Secondary Teaching for Mastery Development 2021-22

In 2021/22, all Maths Hubs are participating in a Network Collaborative Project addressing secondary mathematics teaching for mastery. As part of this project, Secondary Mastery Specialists in each hub area will be offering support to schools interested in developing teaching for mastery approaches in their maths departments. Each specialist who has completed the second year of their support and development programme will work with two departments. Maths Hubs are therefore now looking to recruit schools and their maths departments to participate in this exciting and innovative project as members of these Work Groups.

The Secondary Teaching for Mastery – Development project is fully funded by the Maths Hubs Programme so is free to participating schools.

More information about secondary teaching for mastery Work Groups is available on the NCETM website or via this flyer.

If you are ready to apply for the programme then download the information and application form here .

Secondary Work Groups

Below are details of all the Work Groups we are going to be running in 2021/22. We are currently asking for those interested in participating to fill in an expression of interest form on our website so that we can keep in touch with dates and booking details once these are released and made available.

COVID 19 UPDATE : As the impact of the pandemic hopefully recedes, the result for Maths Hubs' work will be a blend of face-to-face activities and frequent online collaboration. We will have more specific information nearer the time on individual Work Groups but will always work within the latest Government guidelines to build on the positive lessons that were learnt from online collaboration during lockdown but also offer face-to face meetings where possible.

All of our Work Groups are free.

Secondary Subject Leadership - A project to support and develop secondary heads of maths

This new project offers focused support to secondary heads of department/subject leaders, to enable them to better understand and implement teaching for mastery approaches across their department, and to develop in their role as leaders of both student learning and teacher professional development.

It provides an opportunity for participants to deepen their understanding of teaching for mastery approaches, of their wider roles, and of their capacity with their colleagues to transform secondary maths learning.

Secondary Subject Leadership (cont.)

The project is for secondary heads of department/subject leaders, and is open to heads of department in schools already involved with Maths Hubs and to those who are not yet involved. (Prospective HoDs/ subject leaders are not eligible to participate.)

For more information about this programme, please visit Secondary Subject Leadership| NCETM. To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Secondary Maths MAT Leads

A project to support and develop those leading maths across multiple schools

This project offers focused support to those who lead mathematics across multiple schools within a MAT, to enable them to better understand and develop effective maths pedagogy approaches across those schools. It will also support participants to develop their role as a leader of system change, curriculum change, and teacher professional development.

Whilst those who lead maths across a MAT are often the subject lead for both primary and secondary, the key focus for this programme is their work with secondary teachers, although consideration will be given to transition and how the different phases relate to each other. Additionally, focusing on developing skills with one phase is likely to impact positively on work with other phases. Participants will engage with a centrally-led programme offered nationally, with the potential for regional provision dependent on numbers.

The project is for those who lead maths across multiple schools within a MAT, including at least one secondary school.

For more information about this programme, please visit Secondary Maths MAT Leads| NCETM. To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Years 5-8 Continuity

A project to strengthen the transition from primary to secondary school

Work Groups in this project aim to strengthen the transition from primary to secondary school by focusing on curriculum and pedagogical continuity over Years 5 to 8. Following the disruption to education caused by the Covid crisis, this transition is more crucial than ever.

Central to the Work Group is the promotion of cross phase communication between teachers to address issues of maths curriculum and pedagogical transition as distinct from pastoral considerations. A key feature will be understanding how best to prioritise key aspects of the curriculum to help ensure pupils have mastered the fundamental understanding and skills they need to underpin their progression through upper Key Stage 2 and into Key Stage 3.

Years 5-8 Continuity (cont)

Participants should be teachers of Years 5 to 8 in primary, secondary, middle school and all-through schools who have some responsibility for curriculum development, e.g. primary school maths leads/ secondary heads of department. Linked 'families' of schools are encouraged to take part: ideally teachers from secondary schools and some of their associated primary schools will work together.

For more information about this programme, please visit Years 5-8 Continuity| NCETM. To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Years 7-11 Coherence

A project designed to explore approaches to key topics

This project focuses on participant teachers working together to analyse, deconstruct and trace through the curriculum a selected key topic area, developing insight into effective teaching approaches, and considering the implications for longer term curriculum design. The project was previously known as Challenging Topics at GCSE, but its name has been amended to more accurately reflect the work undertaken as well as to convey the importance of curriculum coherence.

Participants should be secondary school teachers of GCSE Maths. Individuals or ideally pairs of teachers from a department participate, with an expectation that they will work with other members of their department at appropriate points. Schools that have participated in previous years may do so again, as developments often take place over time.

For more information about this programme, please visit Years 7-11 Coherence| NCETM. To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Mathematical Thinking for GCSE

A project focusing on ways to help GCSE students improve their mathematical thinking

The Mathematical Thinking for GCSE project is for secondary maths teachers looking for practical and theoretical elements to address their students' GCSE attainment.

The stated aims of the KS4 Programme of Study are that, through working on the content, students should develop mathematical fluency, mathematical reasoning and problem solving. While mathematical thinking is a key feature of all of these, the focus of this Work Group is to support teachers in developing their understanding of mathematical thinking as it relates to problem-solving and reasoning, using practical task types to explore what it means for students to get better at mathematical thinking and what this looks like in the classroom.

This is for teachers of KS4 who want to further develop their pedagogical and theoretical understanding of developing mathematical thinking, and practical classroom strategies to explore these ideas. Lead participants will be expected to lead developments from the Work Group in their own department and so should have the opportunity and authority to do this effectively.

Departments that have already engaged with the Work Group have the opportunity to continue with the Work Group structure in order to explore further and think more deeply about supporting mathematical thinking in the classroom by participating in a second 'deepening' year.

For more information about this programme, please visit Mathematical Thinking for GCSE | NCETM. To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Specialist Knowledge for Teaching Mathematics (Secondary Early Career Teachers Programme)

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it.

This project is designed to support secondary early career teachers (teachers in their first two years of teaching) in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support students in maths in the classroom.

This programme is designed for secondary early career teachers (those in their first or second year of teaching).

The SKTM Secondary Early Career Teachers Programme project is fully funded by the Maths Hubs Programme so is free to participating schools.

For more information about this programme, please visit Specialist Knowledge for Teaching Mathematics - Secondary Early Career Teachers | NCETM. To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Specialist Knowledge for Teaching Mathematics (Secondary Non-specialist Teachers Communities)

Develop mathematical subject knowledge and understand the pedagogy that underpins the teaching of it.

This project is designed to support non-specialist teachers teaching maths in a secondary school in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.

This programme is for non-specialist teachers of maths in state-funded schools who fit the following definition:

A non-specialist teacher of mathematics is 'a teacher that is currently teaching some mathematics who has not undertaken initial teacher training (ITT) in mathematics'.

If there is sufficient space in the cohort, other teachers of maths who do not fit this definition but would benefit from this support may also participate.

For more information about this programme, please visit Specialist Knowledge for Teaching Mathematics - Non Specialists | NCETM or see this flyer. To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Level 3 Work Groups

Below are details of all the Work Groups we are going to be running in 2021/22. All of our Level 3 Work Groups are now available to book via our website—please see the links below. Dates have been confirmed for the first sessions and subsequent dates will be set at the beginning of next term.

COVID 19 UPDATE : As the impact of the pandemic hopefully recedes, the result for Maths Hubs' work will be a blend of face-to-face activities and frequent online collaboration. We will have more specific information nearer the time on individual Work Groups but will always work within the latest Government guidelines to build on the positive lessons that were learnt from online collaboration during lockdown but also offer face-to face meetings where possible.

All of our Work Groups are free.

New to Teaching Core Maths

A project to support those new to teaching Core Maths

Principal focus for 2021/22: Core Maths pedagogy

The purpose of this programme is to support teachers who are new to teaching Core Maths in developing specialist knowledge for teaching Core Maths and to increase their confidence in teaching the course.

The programme has a primary focus on Core Maths subject knowledge and pedagogy and will be based on these six key themes which are common to all the Core Maths specifications:

- Using contextualised problem-solving
- Applying Fermi estimation and modelling
- Developing critical analysis
- Making sense of finance
- Using the pre-release materials
- Exploring statistics.

Technology and online teaching will be underlying themes throughout the programme.

This project involves a direct working partnership between the Maths Hubs Network and the Advanced Mathematics Support Programme (AMSP).

This programme is for teachers who are new to teaching Core Maths for the first time and are teaching a Core Maths class during the Autumn and Spring terms of 2021 and 2022.

For more information about this programme, please visit New to Teaching Core Maths |NCETM.

To book your place on the Work Group, please visit BBO Maths Hub > New to Teaching Core Maths.

Developing Core Maths Pedagogy

A project to develop improved teaching approaches in Core Maths

Principal focus for 2021/22: Core Maths pedagogy to support Covid recovery

These Work Groups give teachers opportunities, through collaboration and experimentation, to develop improved teaching approaches that support the open-ended problem-solving skills Core Maths students need to develop, and to share these with departmental colleagues. Participant departments will support the role of Core Maths in promoting contextualised problem-solving and links to teaching in other subject areas.

The project involves a direct working partnership between the Maths Hubs Network and the Advanced Mathematics Support Programme (AMSP).

For more information about this programme, please visit Developing Core Maths Pedagogy |NCETM.

To book your place on the Work Group, please visit BBO Maths Hub > Developing Core Maths Pedagogy.

Developing A Level Pedagogy

A project to develop national support for the effective development of pedagogy in the teaching of A level Mathematics

The focus for 2021/22 is on A level pedagogy to support Covid recovery

This project provides national support for the effective development of pedagogy in the teaching of A level Mathematics to support Covid recovery, to enhance the quality of teaching and the conceptual understanding of students, and the development of participants as leaders of A level teaching professional development in their own school or college. It aims to develop and sustain local communities of practice involving collaboration between teachers in developing pedagogy in their teaching of A level Maths.

The project involves a direct working partnership between the Maths Hubs Network and the Advanced Mathematics Support Programme (AMSP).

For more information about this programme, please visit Developing A Level Pedagogy |NCETM.

To book your place on the Work Group, please visit BBO Maths Hub > Developing A Level Pedagogy.

Working with NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Advanced Mathematics Support Programme

Cross Phase Work Groups

Strengthening Partnerships with ITT Providers Work Groups

A project to further develop the ongoing liaison between ITT providers and their local Maths Hub

Now in its fourth year, this project provides opportunities to explore and share current mathematical developments and consider their implications for ITT providers and Maths Hubs in order to help trainees transition into teaching mathematics effectively.

Who can take part?

Lead participants in this programme will be from the ITT community; they should be directly involved in ITT with a responsibility for maths. It is expected that these participants will represent the various ITT providers across the hub region so may include HEI, SCITT and School Direct, and represent different phases of ITT including EYTS, QTS (primary and secondary), and post-16.

For more information about this programme, please visit Strengthening Partnerships with ITT Providers | NCETM. To express your interest in taking part in 2021/22, please fill out the form on our website and we will contact you with more details when booking becomes available.

Events / Network Meetings

NETWORK MEETINGS (IN ASSOCIATION WITH THE AMSP)

There is one remaining session as follows :

Topics from Year 13 Compulsory Further Pure 14th July 4.30pm to 6.30pm. Topic covered:

Session 3: Differential Equations.

For more information and to book the session, go to :

https://amsp.org.uk/events/details/8465

Advanced Mathematics Support Programme®