

# Primary Teaching for Mastery – Sustaining Work Groups

## Additional Information

### Maths Hubs Network Collaborative Projects

2020/21

NCP20-12



#### Outline

*This is for all primary schools who have previously been involved in teaching for mastery via a Development or Embedding Work Group, or who are Mastery Specialist schools. It brings together schools across the Maths Hubs Network that are working on continued development to sustain their teaching for mastery approach to mathematics.*

*It is new in 2020/21 and builds on the work carried out in previous teaching for mastery Work Groups. This year it will particularly focus on curriculum recovery. It will support schools in helping pupils make up for lost time through focusing on what really matters and providing a network of mutual support and expert guidance.*

#### Details

##### What is involved?

The Work Group combines six workshop sessions spread out over the year, led by the Work Group Lead (a Mastery Specialist). School-based work is led by the lead participants in their own schools. The workshops are hosted in different schools during the year with the first workshop being held in the Mastery Specialist's school. In order to maximise the benefit of each workshop session, an afternoon model is proposed so that a twilight meeting can take place afterwards to allow additional teachers to join.

##### Who can apply?

Schools participating will have previously taken part in a Development Work Group and might have received support for embedding teaching for mastery. A key characteristic of all the schools is strong commitment from both school and subject leadership for sustaining mastery approaches and for most teachers to have already started using mastery approaches. Each school will have a lead participant in the Work Group, normally the subject leader for maths. They are likely to have played a lead role in previous years. At different points in the year other teachers will participate in aspects of the Work Group workshops, either when hosting a TRG session or participating in a collaborative planning session.

##### What is the cost?

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

#### Benefits

Participants and their schools will:

- Enhance their mathematical subject knowledge, emphasising key areas of maths.
- Learn how to establish an effective collaborative planning culture.
- Plan, teach and reflect collaboratively to provide a coherent mastery curriculum.
- Continue to refine school structures and systems to embed and sustain mastery.
- Continue to ensure a sustainable model for collaborative planning and ongoing specialist subject knowledge development for all teachers.



**To opt in to the Sustaining Work Groups please email**

**[helen.hunter@churchillcc.org](mailto:helen.hunter@churchillcc.org)  
advising contact details of the lead  
teacher from your school**



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### The wider context

The NCETM and the Maths Hubs Programme aim to promote high quality, collaborative professional development for all teachers. The strategic goal of the programme for primary schools is to establish teaching for mastery approaches so that all pupils develop deep knowledge, understanding and confidence in maths. Even after participating in Developing and Embedding Work Groups, there is often still a need to focus on the continued improvement, consistency and refinement of a mastery approach. Teachers and leaders will continue to need support, particularly in the areas of collaborative planning and specialist subject knowledge development. Consequently, these new Sustaining Work Groups are being introduced as a permanent form of support for maths in primary schools.

### Expectations of participants and their schools

Schools must be able to commit to the full academic year's programme. This involves six workshops across the academic year, as well as classroom and school-based activity. Workshops include opportunity for: Leadership focus: during the year the Work Group will discuss and reflect on practice associated with the pedagogical/policy issues identified as priorities in the opening workshop. In any session, the group would seek to support the leaders to work through their current context, how they might implement change, and later in the year reflect on the impact of the change. All schools will write an action plan which will be refined and adjusted over the year. Collaborative planning focus: teachers from the participant schools plan together and create sequences of lessons. The teachers will continue to plan collaboratively within school and across schools both face-to-face and online – reflecting on their practice, observing each other and refining plans as a result of feedback and discussion. Subject knowledge development: the planning will provide a vehicle for teachers to develop their subject knowledge through using the NCETM Primary Professional Development Materials; the leaders will create the right culture for this to be a regular feature of the professional development offer in their schools.

There may also be the option of an early arrival to facilitate TRG activity.



Anna Bunce tells us of her first hand experience with the Great North Maths Hub and talks about the benefits for you and your school.

Personally, what I have got out of the GNMH most is the conversations with a wide variety of people, from beginners to specialists. These conversations are always food for thought, as aspects of CPD and idea generators. These conversations are encouraging, they can assure you that you are on the right track, or they can explain an issue you may have had for some time. These conversations keep the world of maths fresh in your routine and therefore on your agenda for your school. Conversations that you may have had with external people will generate ideas and resources for conversations inside your school. If you are responsible for maths, in any way, as a form teacher or a maths lead, you must want these conversations! You will have a mentor who will be in touch, a person willing to visit your school and may even watch you teach. Although, this may sound like your worst nightmare, this really gets you to scrutinise yourself. It makes you act on what you say you will do, you cannot coast and you cannot brush it aside for later.

It will enable you to get things done. Alongside being accountable, you will find this is the best CPD. It doesn't just happen in a day, you will have time to learn, trial and develop, then time to check and evaluate before moving on.

Remember, you will not be doing this on your own, you will become part of a Network, a group of like-minded schools and teachers. You will be able to share ideas and resources and possibly even visit different schools. All this for free. I cannot recommend working with the GNMH enough.

