

Important information about Maths Hub action planning for 2017/8

This document is aimed at teaching schools, SLEs, mastery champions, maths consultants and current and potential work group leaders who are involved or interested in being involved with the South Yorkshire Maths Hub in a capacity of a leader of professional development of maths.

From now on these colleagues will be referred to as Local Leaders of Maths Education (LLME).

What do I need to know and what is on offer for me to engage with?

Below (appendices 2 & 3) are listed potential work groups for 2017/8 and other proposed SYMH activity. Each work group will require 1 (or possibly 2) work group lead (WGL) to be commissioned to lead and along with SYMH support ensure successful completion.

In order for SYMH to assign a WGL to each work group a process of selection may need to take place. **At this stage all that is being asked of LLMEs is to indicate an expression of interest in either leading, co-leading or participating in any of these work groups.**

2017/8 Work groups

As in previous years, the maths hub activity centres around work groups each led by a WGL. Some work groups are designated a national priority for all hubs to engage with, others are developed from local needs. New to 2017/8 is a greater emphasis on the developmental stages of work groups with a view to moving hub work from smaller projects to wider participation.

Three stages are now being defined by NCETM in the hub briefing paper as “*Developmental, effectiveness & scaling up.*”

Development stage

“..where a group of Maths Hubs work together with the NCETM, and other partners, to test Work Groups that focus on improving maths pedagogy and/or mathematics professional learning in a particular area.”

Effectiveness stage

*“.. the now tested Work Group will now be expected to be run by all Maths Hubs. The purpose of this stage is to test the possibility of extending the approach to the scaling-up stage and a key focus would be on how to identify, develop and support the Work Group Leads.....
At both the development and effectiveness stage, charges to participating schools would be either zero or minimal.”*

The typical annual cycle for a developmental or effectiveness work group may now look like this;

Planning – generic work groups will undergo a national planning stage. Once the number of hubs opting in has been decided, colleagues with prior or particular skills and experience will be asked to work together to develop a format and crucially evaluation criteria for the work group. There will still be flexibility for local adaptation but there will be greater uniformity of design across the country. Most work groups will consist of participating schools nominating representatives that will come together with other participants on a number of occasions

throughout the year. These may be full days or half days but colleagues will be expected to complete gap tasks which will feed back into subsequent sessions. There will be a common evaluation methodology so that impact both locally and nationally can be measured.

Recruitment – once the work group has been planned nationally there will be a need to communicate this to WGLs who have not been involved in the central planning discussions. Following this, each WGL will liaise with their local maths hub lead (Pete Sides) or possibly in the case of teaching for mastery, their primary mastery lead (Georgina Brown), or in the case of Post 16 the Level 3 lead (Terry Dawson) in order to recruit schools to engage with the work group and plan dates and venues for the work group to take place.

Facilitation – the WGL(s) will ensure the completion of the sessions according to planned schedules and agreed local adaptations of the work group plan. Completion of evaluation documents and any appropriate data gathering will be the responsibility of the WGL(s) as will termly reports of progress to the MHL and a final evaluation document as agreed in the planning stage.

Scaling up stage

“.. the Work Group (or programme) would be run by other partners, especially Teaching Schools with the support of Maths Hubs. The only cost to Maths Hubs at this stage would be the training and support of the Work Group Leads. The partners would not be expected to pay for the opportunity to run the Work Group or programme, but there would be some common expectations around charging and evaluation.”

Scaling up work groups - There are a number of work groups developed by maths hubs that will be organised and run by other partners e.g. teaching schools. The recruitment and delivery of these will be the responsibility of these “other partners” within an agreed parameters of costing and delivery. This aspect is still being developed and will require liaison with the MHL.

National coherence

The main difference in 2017/8 will be the greater collaboration of work group planning and in particular evaluation at a national level. In practical terms this means there will be a number of generic work groups at a development stage that hubs can opt into as well as the mandatory work groups. These generic work groups will be developed in light of national priorities agreed by collaboration with the DfE.

There is still the option to submit plans for an innovation work group if a hub has identified a local need not addressed by the generic list, but a rationale needs to be submitted and plans need to be agreed.

There are some other changes to structural and engagement activity outside the traditional work group. One of these being the setting up of a network for LLMEs and access to the NCETM accredited PD lead programmes.

The first network meeting for LLMEs will take place at **Notre Dame on Friday 14th July**

Appendix 1

Teaching for Mastery work groups & activity for which LLMEs have already been appointed or identified.

Primary mastery specialists programme

Cohort 1 & 2 – Seven specialists (already appointed) will lead the teacher research group (TRG) programme each with 6 or 7 schools throughout the year.

Cohort 3 – Five trainee specialists (already identified) will engage in national training and development within their own schools to prepare to take on the role of specialists with other schools.

TRG participating schools – up to 49 schools to engage in the year long programme with the specialists. DfE funding to support this £3K for cover and up to £2K matched funding for textbooks. Application process for schools is now open, deadline for submission 16th June.

Secondary mastery specialists programme

Cohort 1 – Four specialists (already identified) will continue their development, following the national training started in 2016/7, within their own schools and will begin to engage with participating schools locally.

TRGs will be organised in liaison with the MHL prior to an anticipated national programme being launched in 2018/9

England China exchange

Two specialists from cohort 2 have been identified to travel to Shanghai as part of the national programme in September with two Chinese teachers being hosted by St John's, Penistone in either November 2017 or January 2018.

As before showcase events will take place and colleagues will be invited to take part in lesson observations.

Appendix 2

Opportunities for the development of local leaders of maths education other than leading a work group.

LLME network

“Each Maths Hub will run a support network for local leaders of maths education, including Work Group Leads, Mastery Specialists, local accredited PD Leads, local maths SLEs, local NCETM CPD Standard holders. The aim of the network will be to exchange effective maths professional development and school improvement practice and to ensure members are kept up to date with key developments within the Maths Hub.”

The first of these network sessions will be on Friday 14th July. Newly appointed WGLs will be expected to attend.

PD lead programme

“Primary, Secondary and A-level PD Lead Programmes will be run in regional cohorts around the country. The programmes which will all be revised in summer 2016 will provide support for the development of local leaders of mathematics so that they may be effectively deployed as Maths Hubs Work Group Leads or Teaching School Maths SLEs.”

Appendix 3

Work groups identified as a national priority providing opportunities for LLMEs to express an interest in being commissioned to lead or co-lead. LLMEs also may wish to express an interest in engaging in the work group (unfunded).

Early Years

Strategic goal: To develop the knowledge and practice of EYFS practitioners to ensure that all pupils develop the secure foundation in mathematics they need in order to fully benefit from the maths teaching for mastery approaches they will meet in KS1

1. EYFS development Work Group

This development work group will involve EYFS practitioners developing and testing approaches that develop secure mathematic foundations in all pupils prior to beginning Key Stage 1

Primary

Strategic goal: To establish and embed maths teaching for mastery approaches so that all pupils develop the deep knowledge and understanding they need in order to be fully prepared for the secondary mathematics curriculum.

2. Teaching for Mastery focused issue development Work Groups

These Work Groups will focus on developing and testing approaches to key development issues linked to teaching for mastery such as mixed-age classes and same-day intervention.

3. Primary teacher SKE development Work Group

These Work Groups would develop and test Work Group approaches that could be replicated at scale. This may include testing both Work Groups that work just with maths subject leaders and Work Groups that work directly with teachers

4. Primary teaching assistant SKE development Work Group

These Work Groups would develop and test Work Group approaches that could be replicated at scale. This may include testing both Work Groups that work just with maths subject leaders and Work Groups that work directly with teaching assistants

Secondary

Strategic goal: *To lead a long-term transformation of practice that builds on the mastery work happening in primary schools, while also supporting schools to address the immediate challenge of the new GCSE. The intended outcomes for pupils will be to both narrow the gap between England and high-performing jurisdictions, while also narrowing the gap between disadvantaged pupils and their peers.*

5. Mathematical thinking for GCSE effectiveness Work Group

All Maths Hubs will run these Work Groups which will build on the work done on reasoning at KS3. The focus is now helping whole departments develop their practice and would be particularly targeted towards schools that have struggled with adapting to the shift in emphasis within the new GCSE assessment objectives.

6. Year 7 catch-up intervention development Work Group

These Work Groups would look at effective approaches to Year 7 catch-up work. This work would be done in partnership with the Education Endowment Foundation that intends to publish evidence regarding effective approaches this summer and to trial intervention strategies in the autumn and spring terms.

7. Challenging topics at GCSE development Work Group

These Work Groups would test new professional learning materials and collaboratively plan for topics on the new GCSE that are presenting greatest challenge. The pedagogical focus would be on developing mastery of the topics

Secondary / Primary

8. Y5-Y8 continuity development Work Group

These Work Groups would develop and test ways for secondary and primary teachers to work together on continuity across Year 5 to Year 8 in particular areas of mathematics. The focus would be on finding approaches that could be replicated by secondary schools across the country

9. Maths SLE School Improvement development Work Groups

These Work Groups would be designed for mathematics SLEs to work in an intensive way with a group of schools needing to improve mathematics provision. These Work Groups could be targeted to support schools in Opportunity Areas. Once evaluated, the Work Group model would move to the *effectiveness* phase in 2018-19.

Innovation work groups

If LLMEs have any proposals for an *innovation* Work Group in any of the areas listed above, please contact Pete Sides giving some details of the purpose of the group and why you think this is not addressed by the proposed Work Groups/programmes above.

Should SYMH decide to submit an innovation work group plan, a more detailed proposal will need to be put forward with clear rationale, strategic objectives, schedule & costing and evaluation proposal.

Post 16

It is unlikely that the Smith Review will be published before the General Election, however, possible strategic priorities for Post-16 are:-

- *Supporting the teaching of the new 9-1 GCSE for resit students.*
- *Supporting the implementation and teaching of the new 2017 AS/A levels (NB FMSP).*
- *Raising participation in Level 3 Mathematics:-*
- *increasing Core Maths uptake from 3000 towards 250,000,*
- *maintaining and increasing uptake in AS/A levels (NB FMSP),*
- *increasing girls' uptake of AS/A levels (NB FMSP).*
- *Reducing regional variation in uptake of AS/A levels (NB FMSP) and Core Maths.*

The decision of how South Yorkshire Maths Hub will go forward with this aspect of its activity and associated work groups will be made at the Level 3 strategic planning sub-group led by Terry Dawson (Level 3 lead) and will be in association with work done by the Further Maths Support Programme.

If any LLMEs would like to engage in work associated with this type of focus SYMH will be pleased to hear of any expressions of interest.