

Primary Update – March 2020

Get Involved – Become a Primary Mastery Specialist

Mastery Specialists are school-based teachers who lead Work Groups as part of the Maths Hub team. We will soon be looking to recruit more mastery specialists so if you are interested in the role and would like further information, please sign up [here](#).

A challenge for your class....

Let us know if anyone in your class can solve this problem... feel free to e-mail us with solutions and we will share via twitter.

There are 9 marbles.

One of them has a defect and weighs less than the rest.

Using balancing scales, how many times would you need to weigh them to find the defective one?

(Try and find the fewest number of times you would need to weigh them!)

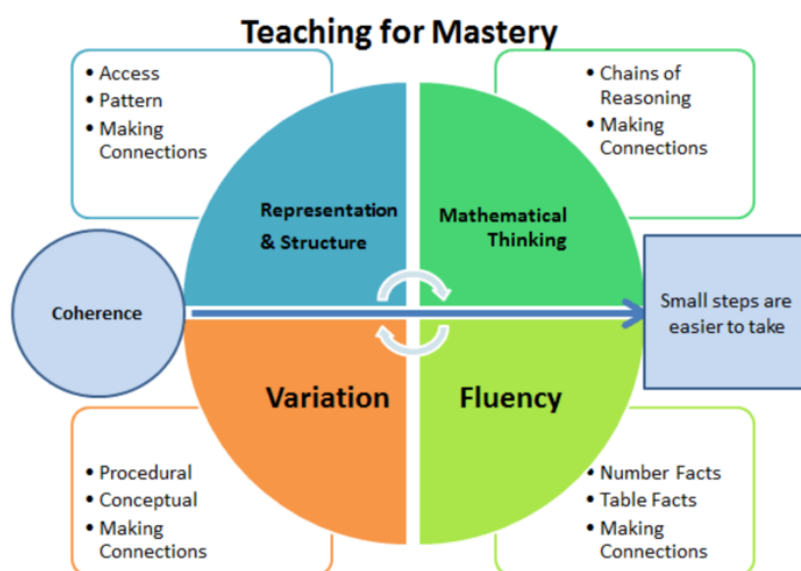


Work Group Plans for Next Academic Year 2020-2021

We are delighted that there are plans for **ALL** schools that have ever participated in Teaching for Mastery Work Groups to take developments further through funded Work Groups next year, led by our Primary Mastery Specialist Teachers. Schools that started these Work Groups in 2016-17, 2017-18 or 2018-19 will all be able to participate in funded Sustaining Mastery Work Groups in 2020-21.

Schools participating in their first year of the Developing Teaching for Mastery programme this year (2019-20) are automatically enrolled for Year 2 of the programme - Embedding Teaching for Mastery. Further details about Embedding Mastery and Sustaining Mastery Work Groups will be provided later this academic year.

Schools that have not yet participated in Teaching for Mastery Work Groups are advised to express their interest for 2020-21 [here](#) by the end of March, with up to £3000 funding available for each school. This will help us to determine the most suitable location for new Work Groups and deployment of our Primary Specialists for next year.



Get Involved – Mastery Readiness Programme

We are hoping to start a new Work Group for schools wishing to take part in the Mastery Readiness Programme. This group will start towards the end of the Summer term and then continue into the next academic year. If you are interested in taking part, please fill out an expression of interest [here](#).

Education Endowment Foundation (EEF) Early Maths Report

The new [‘Improving Mathematics in the Early Years and Key Stage 1’](#) report published by the EEF is a useful resource for all schools. The contents of this report is in line with our current Work Group intended outcomes and, recently, all of our Work Group leads had some input from the lead author. Find the full guidance report [here](#).



IMPROVING MATHEMATICS IN THE EARLY YEARS AND KEY STAGE 1 Summary of recommendations

1	2	3	4	5
Develop practitioners' understanding of how children learn mathematics 	Dedicate time for children to learn mathematics and integrate mathematics throughout the day 	Use manipulatives and representations to develop understanding 	Ensure that teaching builds on what children already know 	Use high quality targeted support to help all children learn mathematics 
<ul style="list-style-type: none">Professional development should be used to raise the quality of practitioner knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.	<ul style="list-style-type: none">Dedicate time to focus on mathematics each day.Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.Make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.Seize chances to reinforce mathematical vocabulary.Create opportunities for extended discussion of mathematical ideas with children.	<ul style="list-style-type: none">Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.Ensure that children understand the links between the manipulatives and the mathematical ideas they represent.Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.Encourage children to represent problems in their own way, for example with drawings and marks.Use manipulatives and representations to encourage discussion about mathematics.Encourage children to use their fingers—an important manipulative for children.	<ul style="list-style-type: none">It is important to assess what children do, and do not, know in order to extend learning for all children.A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts.Carefully listen to children's responses and consider the right questions to ask to reveal understanding.Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.	<ul style="list-style-type: none">High quality targeted support can provide effective extra support for children.Small-group support is more likely to be effective when:<ul style="list-style-type: none">children with the greatest needs are supported by the most experienced staff;training, support and resources are provided for staff using targeted activities;sessions are brief and regular; andexplicit connections are made between targeted support and everyday activities or teaching.Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point.

Primary Conference – 21st May 2020 (Save the date)

We are pleased to be putting on a free conference for primary teachers in collaboration with the North Mids Maths Hub. The conference will be taking place on the **21st May 2020** at **Staffordshire University (College Road, ST4 2DE)**. There will be keynote presentations from Andrew Jeffrey (The Mathmagician) and Ems Lord (NRich) alongside a variety of workshops from specialists working within both maths hubs.

Primary Work Groups (2019-2020)

We are very pleased with the way the following Work Groups are running this academic year. If you think you would be interested in taking part in any of these during the next academic year, please register your interest [here](#).

EYFS

Developing Mathematical Fluency in Early Years – FULL

KS1/2

Mastery Readiness Programme – FULL

Developing Teaching for Mastery Programme – FULL

Embedding Teaching for Mastery – FULL

Teaching for Mastery in Mixed Age Classes – FULL

Specialist Knowledge for Teaching Maths – support for teaching assistants – FULL

Primary Mastery Specialists – we are not currently recruiting but please register interest [here](#)

Y5-8 Continuity Project – Halton – to get involved please e-mail Lorna Goulding lgoulding@ourladyofpity.co.uk

Y5-8 Continuity Project – Wirral – to get involved please e-mail Lorna Goulding lgoulding@ourladyofpity.co.uk

Primary Maths Subject Leader Networks:

We are pleased with the way our Wirral Subject Leader network is running and we are hoping to establish networks in Cheshire West and Chester, Cheshire East and Halton. If you think you could support us in doing this then please contact our primary lead, Rachel Hounslow-Griffiths (rhounslow@meadow.cheshire.sch.uk).