

Newsletter May 2020

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www.nw1mathshub.co.uk @MathsHubNW1



Online methods for continuing CPD

We are delighted to be offering you the opportunity to continue your CPD with the Maths Hub online. In most cases, this will involve being directed to a project group in Basecamp where resources such as a webinar, powerpoints and reading lists will be uploaded, and interim tasks set, by the Work Group lead.

Follow up calls via Zoom, Microsoft Teams etc are being organised to facilitate group discussions and to gain feedback on interim tasks. We realise that it may be appropriate to offer some compensatory support in 2020/21 to those schools that have missed out, for example an additional school visit for Mastery TRGs, and we are working on this.

If you have not been contacted about the alternative provision for your programme, please email us at adminnw1mathshub@aggs.bfet.uk

Evaluation survey

If you have participated in one of our programmes this year, you should have received an email from the NCETM with a link to a survey. This is designed to help evaluate our CPD programmes and used to inform decisions about our future offerings. We would be really grateful if you could please complete the survey by **30th June**. If you have any queries about the survey or feel you should have received the link and haven't, please contact us.

Wellbeing resources



NW1 Maths Hub is part of the Alliance for Learning Teaching School, which has an excellent mental health and wellbeing provision. These valuable resources, including regular Wellbeing newsletters, can be accessed at <http://allianceforlearning.co.uk/covid-19/>

They are also running a photography competition. For more information please [click here](#). We look forward to seeing your creative entries!



Welcome

In these strange times, our working practice is developing rapidly to meet the new environments we are working in. We realise from personal experience that working from home, especially with children, is not seamless and needs careful negotiation!

I greatly appreciate the efforts being made by the NW1 LLME community to continue their Work Groups using online methods. I would like to thank them all for their professionalism in these challenging times. The main method for managing the online provision, will be Base Camp, an online communication platform for sharing resources, and I cannot urge you enough to please sign up to your Base Camp area when prompted to do so.

It is with much sadness that we learnt of the death of Don Steward last week. Don was a massive contributor to our larger mathematical community and his blog of resources was a source of inspiration to all maths teachers. I had the pleasure of working with Don on several occasions, delivering workshops. Condolences to his family and friends and a great loss to our maths education community.

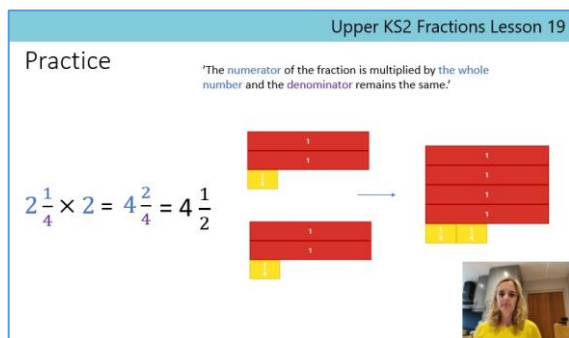
During this period, I have taken the opportunity to reflect on how we can improve the delivery of service to our community. If you would like to comment, or even take part in the delivery of Work Groups, please contact Admin or myself.

Thank you and please take care and stay safe.

*Simon Mazumder
NW1 Maths Hub Lead*

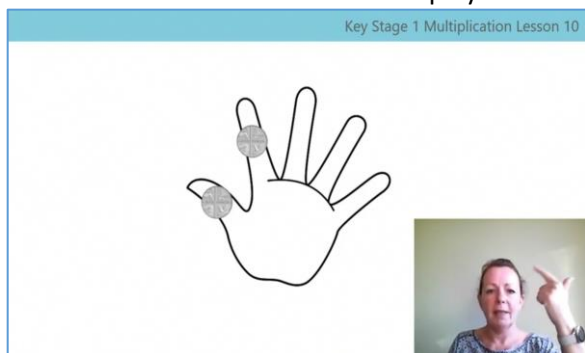
NCETM video lessons for primary age children

NW1 Maths Hub Specialists have been busy working with the NCETM to produce short videos that are intended to provide primary school pupils with interactive lessons while they are at home.



Most lessons are 15 to 20 minutes long, each ending with suggested follow-up tasks. All lessons exemplify a Teaching for Mastery approach to maths and have so far covered topics such as multiplication and fractions for KS1 and KS2.

These fantastic videos and teacher guidance documents are available on the NCETM website at <https://www.ncetm.org.uk/resources/54454> where you can access the lessons from a YouTube playlist.



Primary – Teaching for Mastery



PRIMARY



PRIMARY MASTERY

The primary Teaching for Mastery strategic journey comprises of four different stages: **Mastery Readiness, Development, Embedding and Sustaining.**

We are currently recruiting schools in Bury, Rochdale, Oldham, Manchester and Stockport to start the Readiness stage in September 2020. If you would like further information or an application form, please email: adminnw1mathshub@aggs.bfet.uk.

All schools currently working with us in the embedding phase should have received an email to join a Basecamp project. We have set this up to enable effective communication, and to ensure that their mastery journey is able to continue with as much support as possible.

Opportunities to achieve or enhance Maths leadership accreditations now available

The aim of the NCETM and the Maths Hubs Network is to provide opportunities for all practitioners of mathematics to benefit from high quality collaborative professional development (PD). We are now offering fully funded opportunities on our **PD lead** and **SLE School Improvement Support** programmes for the 2020/21 academic year. The closing date for applications is **8th June** and further information can be found [here](#) or by contacting us directly.

Current vacancies – Join the NW1 Maths Hub team!

Assistant Maths Hub Lead responsible for co-ordinating primary activity in Oldham and Rochdale. A PD lead qualification is required and further information is available [here](#).

Headteacher Ambassador Primary 20/21 to work with the NW1 Maths Hub leadership team, liaising with other primary headteachers and acting as an advocate for our Teaching for Mastery programme.

Early Years Work Group Lead for the Rochdale area.

For further information about any of these roles, please email Simon Mazumder: smazumder@aggs.bfet.uk

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Secondary – Teaching for Mastery



SECONDARY

The secondary Teaching for Mastery strategic journey comprises 3 stages: **Mastery Work Groups, Embedding and Sustaining**. We are currently recruiting schools in Bury, Rochdale, Oldham, Manchester and Stockport to start the Work Group stage in September 2020.

This fully funded program entitles 2 teachers from the same school to become 'Mastery Advocates'. They will be part of a Work Group for a year, will get bespoke in-school support from a Mastery Specialist and will become part of a locally-based group of teachers who meet regularly to develop professional knowledge and expertise. The program will provide support to introduce and embed Teaching for Mastery in your classroom and department.

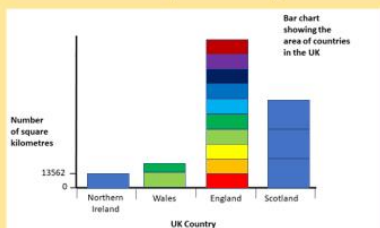
The opportunity is suitable for all maths teachers, from NQT's to Heads of Department, with one teacher having a position of responsibility within the department. The program requires the support of your Headteacher.

If you would like further information or an application form, please email: adminnw1mathshub@aggs.bfet.uk

Practice: Q6.



The area of Wales is $1\frac{1}{2}$ times the area of Northern Ireland
The area England is nearly 10 times the area of Northern Ireland
The area of Scotland is around $\frac{3}{5}$ the area of England



Year 7 at Didsbury High School working on data from the MMU-RME Sorting it out unit

Continuing education during school closures



Marisa Bartoli, Director of Mathematics explains what is currently happening in The Laurus Trust

“At Cheadle Hulme High School and Hazel Grove High School, staff have been sharing online sessions on Microsoft Teams to years 10 and 12, and plan to add KS3 students gradually, as managing numbers of large classes is challenging.

We have three lessons per year group and while year 12 are taught in their classes, the year 10 lessons are for the full cohort. We have decided to focus year 10 lessons on converting fractions to decimals and vice versa, in particular looking at recurring decimals.

We are also looking at direct and inverse proportion using ratio tables (as this is what they are already familiar with) as well as introducing algebraic notation. We use a combination of power points and visualiser to teach our lessons. We have certainly had to adapt our approach, generally centred on whole class discussions; in particular in the large group sessions, where students have not got the opportunity to ask questions. Online sessions are followed by tasks that allow them to review and use the learning from the lesson. The third lesson in the series of three is really intended for the students working towards the higher grades, but they are all invited so no one is excluded.

Year 12 are working on A2 content (functions, trigonometry) in a similar way as described above, but we also send videos to support the lessons. As they are in smaller classes, we are able to encourage them to ask questions and have more direct feedback. As class teachers, we miss the cues that facial expressions give, so question and answer sessions are difficult, but trust from both sides makes them work as best as we can.

Didsbury High School, with only year 7 students and Laurus Ryecroft with year 7 and 8 pupils, have started online sessions with all groups (class of full cohort). As a Trust, we have decided to continue learning through RME resources, focusing on data, and are leading the way with this.”

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Alice's Problem

By Simon Mazumder

My colleague recently came to me, during school closures, for some help on how to assist her daughter in year 6 with the question $8827 \div 97 =$

Here are some examples of different approaches I suggested. Are there any similarities?

How many different ways can you find the answer to this division? Can you write a number sentence for this problem?

Which one do you like and why, is it because it is the easiest to understand?

