

BBO MATHS HUB NEWSLETTER

Term: Summer | Issue 6 | Date: 12 July 2024

WELCOME FROM JO WALKER, MATHS HUB LEAD

We are reaching the end of another successful academic year. With the help of our highly skilled and enthusiastic community of Local Leaders of Mathematics Education we ran 73 programmes, involving over 850 participants from 342 schools and colleges in our region.

Here are some comments from a range of Work Groups from the participants :

- The problem solving and talk approaches really work in developing the student vocabulary.
- Children are displaying a positive attitude towards their maths lessons and are becoming more confident
- Teachers are using assessments more effectively and addressing gaps in learning
- I can see the CPD we've done is changing how teachers deliver and children learn



We have carried out some case studies to look at the impact on teaching and learning in primary schools. It was interesting to see that the findings were the same as those for secondary schools in our area. One of the key messages was that where schools valued CPD and actively gave the maths team time to share expertise and discuss teaching and learning regularly, the teachers' skills were more highly developed and the students really engaged with Mathematics. In the students' words 'We love maths'. To find out more see the Primary Article.

Our Continuous Professional Development (CPD) is effective because of the continuous aspect. Areas of pedagogy or leadership are discussed, time is given to the participants to discuss what they learn and to adapt it to their education setting, before trying out what they have planned in their

classrooms, and with the rest of their maths team. In the next meeting the participants share experiences with the rest of the group and offer further advice. This development pattern is repeated over several sessions spaced over the academic year. With the support of SLT's to allow the maths team time to share what they have learnt and embed it within the whole team's pedagogy and practice means that taking part in a Work Group should enable all teachers in the school's mathematics team to grow and develop their skills.

BBO Maths Hub is funded by the DfE, via NCETM, and the pedagogies and leadership skills we help participants develop are in line with tried and tested research such as the EEF Maths Guidance and the DfE's findings for what effective mathematics teaching and leadership looks like. These pedagogies have many names like 'Quality First Teaching', or 'Adaptive Teaching', we call this way of learning 'Mastery' as when done well students will gain an in depth understanding of why the algorithms we use work allowing them to adapt them to new areas of maths and link areas of Mathematics logically and efficiently to solve more complex problems.

The pedagogies that make this way of learning include variation theory, using representations and structures, mathematical thinking, oracy and creating a coherent learning journey from early years to age 18. They also enable students to think about the underlying structure of new areas of maths and link them to existing learning to understand why the same thought process can be used in several areas. Above all they enable students of all ages to reason, think and communicate mathematically. As we all know Mathematics is a life skill and as our society relies more and more on technology and the sciences to develop, it is a vital part of student learning. Everything is free to schools and some of the longer term development programmes come with funding towards cover release time.

We are looking for both Primary and Secondary schools to join our Developing Teaching for Mastery Work Groups next year, if you are interested please do get in touch or visit these links to find out more and apply for a place before the end of this term.

Primary Teaching for Mastery - Development

Secondary Teaching for Mastery - Development

For secondary schools who have students who arrive in Year 7 with significant gaps in their learning from Primary there is a new Work Group called Securing Foundations in Year 7. **This is run by NCETM and the final deadline to sign up is 17/7/24.**

To find out more and sign up visit : **Securing Foundations at Year 7**

We have an ever-growing Secondary Maths Subject Leaders Community. This year a quarter of all subject leads in our area were involved, we would like to increase that to half this academic year. If you are a new subject lead and would like to work with others to develop your leadership skills or an experienced head of department but would like to keep up to date with new developments in teaching mathematics, further develop your skills as a leader and mathematics teacher and network with other Heads of Maths Departments the visit the **Secondary Subject Leaders Community** page to find out more and express interest. This will ensure that you are contacted in September with key dates and information.

If you would like to take advantage of the CPD that we are offering or feel your school would benefit with some more bespoke support with teaching mathematics in the next academic year, please do get in touch with the hub so we can hear what your developmental needs are and advise you as to how we might be able to support you on your journey.

Farewells and Thank Yous

On a different note, we are sad to bid farewell to Professor Anne Watson as she steps down from her role as Chair of the BBO Strategic Board. Her exceptional service, vast knowledge, and thoughtful challenge have been instrumental in ensuring that we carefully address the needs of all schools and teachers in our region with care and equity. We are profoundly grateful for her leadership and wish her all the best in the future and sincerely hope that she remains connected with our work. Thank you, Anne.



Lastly, we would also like to thank all of you who have worked with us this year in any capacity, we hope you all have a restful and enjoyable summer holiday and know that our LLME are looking forward to working with you in the next academic year.

CONTENTS

Page 4 : PRIMARY ARTICLE - Exploring Mixed-Age Teaching in Sunny Yorkshire

Page 6 : SECONDARY ARTICLE - Is there a need for consistent methods?

Page 9 : PRIMARY WORK GROUPS ACCEPTING APPLICATIONS FOR 2024/25

Page 12 : SECONDARY WORK GROUPS ACCEPTING APPLICATIONS FOR 2024/25

Page 15 : ALL WORK GROUPS AND OPPORTUNITIES FOR 2024/25

Page 17 : NCETM NEWS AND FEATURES

Page 18 : OTHER EVENTS AND OPPORTUNITIES

If you are having trouble opening the links in this newsletter in the online viewer please click on the book icon on the bottom right to disable page turn transitions



Exploring Mixed-Age Teaching in Sunny Yorkshire

PRIMARY

Jennie Forde, Maths Hub Lead

At the end of May, Assistant Maths Hub Lead, Emma Parr, and I embarked on an inspiring trip to sunny Yorkshire. Our destination was a small mixed-age primary school that has been pioneering innovative teaching methods, along with their local Yorkshire Ridings maths hub. This visit was not only a delightful change of scenery but also an opportunity for collaboration with colleagues across the Maths Hub network and an experience that provided valuable insights into some new and innovative mixed-age teaching practices.



Emma has been deeply involved with several Sustaining schools this year as part of a Research and Innovation work group. Her focus has been on exploring and developing different models of mixed-age teaching in primary schools, all while adhering to the key principles of the Teaching for Mastery approach. Part of that focus has been working with the Yorkshire Ridings maths hub to develop an understanding of these materials and how this model might support some mixed-age schools in our region. Some of these Sustaining schools are now looking to trial and begin to implement the two-year curriculum from September 2024.

During our visit, we observed firsthand how the NCETM Curriculum Prioritisation materials are being effectively implemented in a two-year rolling programme for Years 3/4 and 5/6. This innovative approach ensures that all students, regardless of age, progress through the curriculum at a pace suited to their individual learning needs. The rolling programme not only promotes continuity in learning but also fosters a collaborative environment where students support and learn from each other.

One remarkable aspect of our visit was how seamlessly the students interacted with one another, making it nearly impossible to distinguish between the different age groups. Only the occasional sighting of Year 6 leavers' hoodies provided any clues about who was who in the mixed-age classrooms! This seamless integration is a testament to the school's careful considerations in implementation of the mixed-age teaching model, working together with the maths hub. We heard from the teachers, the Maths Hub Lead and the Headteachers of two schools considering not only the practice, but the careful work that has gone into the planning and implementation to make this a success.

In 2024/25, we are excited to offer mixed-age schools that have not yet embarked on their Teaching for Mastery journey the opportunity to join a Teaching for Mastery Development group looking more deeply at this model. This initiative aims to develop an understanding of Teaching for Mastery pedagogy and includes a commitment to trial some of the two-year rolling materials in the late spring/summer term. We invite schools that have yet to embark on their mastery journey to find out more and join us in this exciting venture.

Our trip to Yorkshire was not just a visit; it was an affirmation of the potential that mixed-age teaching holds when supported by well-structured frameworks and passionate educators. Emma's work with the Sustaining schools and the insights gained from this visit will undoubtedly contribute to thinking and innovation in our understanding and implementation of mixed-age teaching models in a Teaching for Mastery maths classroom.

Exploring Mixed-Age Teaching in Sunny Yorkshire

PRIMARY

Jennie Forde, Maths Hub Lead

Please get in touch if you would like to explore any of this further, or would like to know how we can support your school, whether you have been previously engaged with the maths hub or not. Our aim is to provide support for all schools in our region, so please get in touch – we always want to hear from you.



SECONDARY



What is the highest common factor of 70 and 84

70, 1, 2, 7, 10
84, 1, 2, 2, 12

70, 140, 210, 228, 235
84, 168, 252, 336

$4 \overline{) 70} \quad 17 \text{ R } 2$
 $4 \overline{) 84} \quad 21$

$28 \overline{) 70} \quad 2 \text{ R } 14$
 $3 \overline{) 70} \quad 23 \text{ R } 1$

Find the HCF and LCM of 136 and 256

2	136	256
2	68	128
2	34	64
	17	32

Highest common factor:

$$2 \times 2 \times 2 = 8$$

Lowest common multiple:

$$2 \times 2 \times 2 \times 17 \times 32 = 4,352$$

Is there a need for consistent methods?

SECONDARY

Usman Nasir, Assistant Maths Hub Lead - Secondary

One of the key benefits of the ladder method is that it builds on students' existing knowledge of basic division and multiplication. By allowing students to divide by smaller, more familiar numbers first, we scaffold their learning, making the process less intimidating and more intuitive. This incremental approach also helps reinforce their understanding of factors and multiples, as they see firsthand how larger numbers can be broken down into parts. The screenshot shows how students answered the question in their termly assessment once they had been taught the ladder method.

What is the highest common factor of 70 and 84

$$\begin{array}{r|rr} 7 & 70 & 84 \\ \hline 2 & 10 & 12 \\ \hline & 5 & 6 \end{array}$$

$$\begin{array}{r|rr} 2 & 70 & 84 \\ \hline 7 & 35 & 42 \\ \hline & 5 & 6 \end{array}$$

Using this approach to consistent method, I aimed to find other topics where a clear and consistent method would allow students to not make mistakes. After reviewing the Year 8 assessments, I realised our current approach to teaching standard form needed a revamp. Using this knowledge, I moved towards using place value grids for my year 10 class. These grids visually demonstrated how to write numbers in standard form, breaking down each component and reinforcing the underlying principles of place value.

Write 0.2 in standard form

$$0.2 \times 10^2$$

$$20 \times 10^2$$

$$2 \times 10^1$$

$$2 \times 10^{-2}$$

$$0.2 \times 10^2$$

The use of place value grids helps demystify the concept of standard form by providing a clear visual representation using knowledge they already know. Students can see how large numbers are decomposed into more manageable parts and how these parts relate to the powers of ten. This visual aid has been extremely useful for students who make mistakes when multiplying by powers of 10.

Is there a need for consistent methods?

SECONDARY

Usman Nasir, Assistant Maths Hub Lead - Secondary

10^3	10^2	10^1	10^0		10^{-1}	10^{-2}	10^{-3}
				•			

10^3	10^2	10^1	10^0		10^{-1}	10^{-2}	10^{-3}
			0	•	0	2	

 2×10^{-2}

Write 249 in standard form

10^3	10^2	10^1	10^0		10^{-1}	10^{-2}	10^{-3}
	2	4	9	•			

 2.49×10^2

Although we are yet to see the final results, I am optimistic that this approach will help students better understand and remember how to express numbers in standard form. The early indicators are promising, and I believe this change will have a positive impact on their ability to answer standard form questions.

Through these experiences, it has become increasingly clear that consistency in teaching methods across the department is crucial. By adopting departmental methods, we ensure that students encounter the same strategies and techniques throughout their secondary education. This consistency not only reinforces learning but also builds a strong mathematical foundation that students can rely on as they progress through their years.

Implementing standardised methods across the department also facilitates smoother transitions between year groups. Where possible, students can then move from one class to the next, they can build on prior knowledge without having to adjust to new methods. This continuity supports cumulative learning, where each year's lessons build on the last, creating a cohesive and comprehensive mathematical education.

Secondary Opportunities for 2024/25

To find out more about the ways that BBO Maths Hub can support your school as you develop the teaching and learning of mathematics please watch this short webinar.

If you have any questions or would like to discuss your priorities so we can support you to decide on what you want to engage with then please get in touch.



Primary Work Groups and Opportunities for 2024/25

PRIMARY

The Maths Hub Programme has PD opportunities for all teachers at all stages in their careers and across all phases. We are now looking ahead to the next academic year and recruiting for projects running in 2024/25 and have details below of those currently accepting applications. Follow the 'More Info' links for further details on the opportunities or click 'Apply Now' to register for your place. Alternatively, contact us at info@bbomathshub.org.uk to discuss the best programme for you and your department.

All of our Work Groups are free.

MASTERY TEACHING FOR MASTERY - READINESS

Lots of schools are ready to start their mastery journey, and some would benefit from initial support before becoming part of the full programme. This diagram shows a school's journey towards mastery. Use it to determine where your school's journey starts (click diagram to show a larger version with more detail of the journey).

Who can take part?

Schools will have an identifiable barrier to being able to successfully implement teaching for mastery at present. Barriers may include an Ofsted grading of RI or Inadequate, poor pupil progress in maths, serving an area of low social mobility, or issues in the school that have meant the implementation of sustained change has been difficult.

What is involved?

Schools with additional challenges need bespoke support to ensure their systems and cultures are conducive to a teaching for mastery approach. Those who are not yet ready to join a Teaching for Mastery Development Work Group will prepare for implementing a teaching for mastery approach which is embedded and sustained across the whole school. This will involve receiving support from Mastery Readiness Leads, and developing classroom culture and attitudes to maths that will support a teaching for mastery approach, both on the part of teachers and their pupils.

After the year-long programme, Mastery Readiness schools will be ready to progress into Development Work Groups and beyond.

What is the cost?

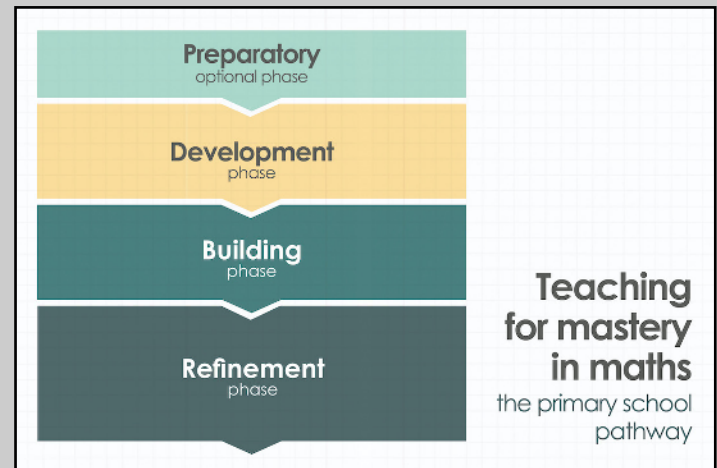
There is no charge for participation in this programme. However, schools must ensure that staff are released to engage in the workshops and school visits, and that the headteacher attends events where appropriate.

How can you find out more?

- Read a **case study** of a school that took part in the pilot Mastery Readiness Programme in Northumberland.
- Download or print a **flyer** for the project.

What should you do next?

If you are interested in taking part in this programme in 2023-24, applications are now open. Please complete the application form via the button below and we will be in touch in due course.



MORE INFO

APPLY NOW

Primary Work Groups and Opportunities for 2024/25

PRIMARY

PRIMARY TEACHING FOR MASTERY - DEVELOPMENT

If your school is ready to start developing a teaching for mastery approach, you can join a Work Group starting in the new academic year.

The Teaching for Mastery Programme is a professional development opportunity designed to support teachers like you to develop best practice in maths in your school. It is suitable for schools interested in implementing a teaching for mastery approach to maths.

What is involved?

Two teachers from each participating school join a Work Group, consisting of six or seven local primary schools. Each Work Group is led by a trained Primary Mastery Specialist. Work Groups meet regularly to plan, observe and discuss teaching for mastery. In between meetings, teachers explore mastery approaches in their own classrooms and across their school.

Support is provided from a local classroom-based Mastery Specialist who leads the group. This model of professional development involves hands-on learning and peer-to-peer support. It is evidence-based and designed to support substantial long-term change.

Who can take part?

This programme is for state-funded primary schools in England. Two teachers from each participant school will attend six half-day meetings during the school year, and lead teaching for mastery development in their own school.

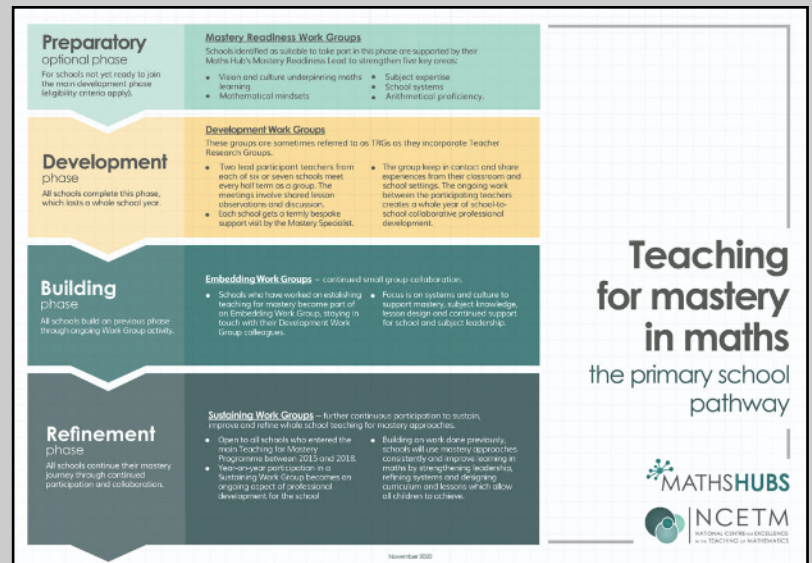
NB: Schools can only take part in this particular Work Group once. However, there are other Work Groups dealing with teaching for mastery which are available in the year after a school is in a Development Work Group and beyond. Talk to your Maths Hub about your options.

What is the cost?

The Primary Teaching for Mastery Development Work Groups project is **fully funded** by the Maths Hubs Programme so is **free** to participating schools.

Support is provided from a local classroom-based Mastery Specialist who leads the group. This model of professional development involves hands-on learning and peer-to-peer support. It is evidence-based and designed to support substantial long-term change.

If you are interested in taking part in this programme in 2024-25, **applications are now open**. Please complete the application form via the button below and we will be in touch in due course.



[MORE INFO](#)

[APPLY NOW](#)

PRIMARY TEACHING FOR MASTERY - SUSTAINING

This is for primary schools who have previously been involved in a Development or Embedding Work Group, or who are Mastery Specialist schools. It brings together schools working to sustain their mastery approach to maths.

Who can take part?

Schools will have previously participated in a Development Work Group and might have received support for embedding mastery. Participating schools must show strong commitment from their leadership for sustaining mastery approaches, and for most teachers to have already started using these.

Each school will have a lead participant in the Work Group, normally the maths lead. At different points in the year, other teachers will also participate.

What is involved?

Sustaining Work Groups are a permanent form of support where schools can focus on continued improvement, consistency and refinement of teaching for mastery. Teachers, maths leads and headteachers are all involved, striving to support teachers, and looking at collaborative planning and subject knowledge development. The expectation is that schools remain in a Sustaining Work Group for many years to come.

What will you learn?

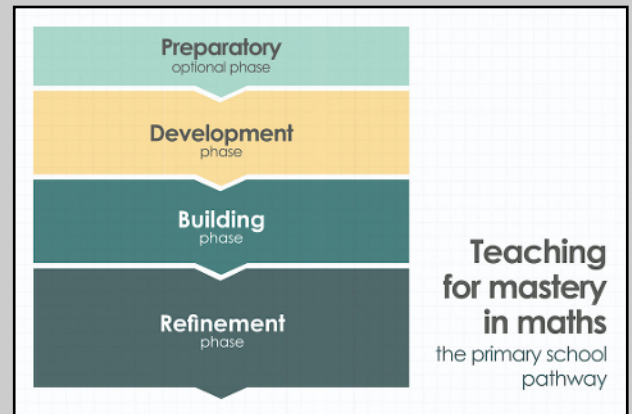
- You and your school will enhance your mathematical subject knowledge, emphasising key areas of maths
- You and your school will plan, teach and reflect on lessons with a mastery approach
- You and your school will understand the school-wide structures which enable staff to develop mastery approaches
- You and your school leaders will establish systems to support ongoing professional learning within school

What is the cost?

The Primary Teaching for Mastery - Sustaining Work Groups project is **fully funded** by the Maths Hubs Programme so is **free** to participating schools.

What should you do next?

If you believe your school is eligible to join a Sustaining Work Group in 2024/25, please fill in the application form via the button below.

[MORE INFO](#)[APPLY NOW](#)

Secondary Work Groups and Opportunities for 2024/25

SECONDARY

The Maths Hub Programme has PD opportunities for all teachers at all stages in their careers and across all phases. We are now looking ahead to the next academic year and recruiting for projects running in 2024/25 and have details below of those currently accepting applications. Follow the 'More Info' links for further details on the opportunities or click 'Apply Now' to register for your place. Alternatively, contact us at info@bbomathshub.org.uk to discuss the best programme for you and your department.

All of our Work Groups are free.

SECONDARY TEACHING FOR MASTERY - DEVELOPMENT

Whether you want to take a teaching for mastery approach in your own classroom and department, or introduce mastery in both your own school and beyond, we have a CPD opportunity for you. The NCETM and Maths Hubs are offering funded professional development activities, available in 2023/24.

What is involved?

Secondary maths teachers whose schools want to introduce teaching for mastery can nominate two teachers ('Mastery Advocates') to join a Work Group. Mastery Advocates then form part of a locally-based group of teachers who meet regularly to develop professional knowledge and expertise, and receive bespoke support.

In a Teaching for Mastery Work Group, teachers collaborate with colleagues from local schools, and get support and guidance from a Local Leader of Maths Education (LLME). Participants also take away ideas to help students become more confident mathematicians, ready to tackle GCSEs and A levels, and begin to introduce and embed teaching for mastery.

Mastery Advocates

The fully funded programme enables you and another teacher from your school to become 'Mastery Advocates'. Initially you will be part of a Work Group for a year. You will also get in-school support from a Mastery Specialist. Beyond the first year, you will continue to work with your local Maths Hub and take part in a Work Group as you embed mastery across your department.

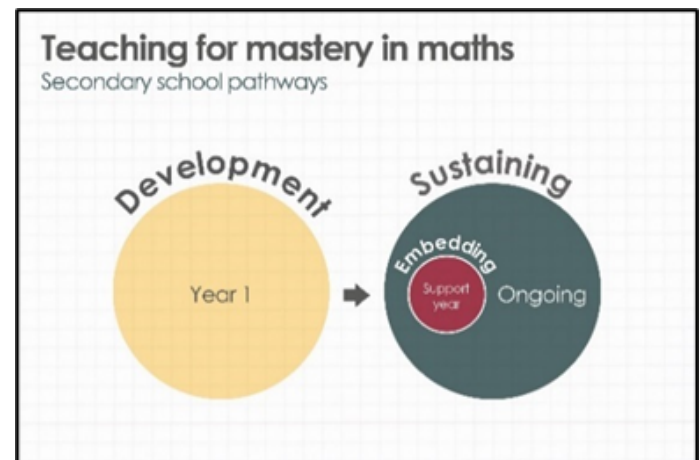
This programme is for state-funded secondary schools in England. Mastery Advocates should be teachers with the commitment, experience and authority to lead developmental work across a maths department. The support of the Head of Maths, and the headteacher or a member of SLT, is also essential.

What is the cost?

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

What should you do next?

If you are interested in taking part in this programme in 2023-24, applications are now open. Please complete the application form via the button below and we will be in touch in due course.



MORE INFO

APPLY NOW

Secondary Work Groups and Opportunities for 2023/24

SECONDARY

SECONDARY TEACHING FOR MASTERY - SUSTAINING

This project is for departments who participated in a Secondary Teaching for Mastery Development Work Group, or who have a member of their department who is part of the Mastery Specialist Programme.

What is involved?

Mastery Advocates will meet regularly throughout the year, and the content of departments' development plans will be the stimulus for how joint work will be devised and undertaken. Focus will be on the department's planned developments, as well as sharing and critiquing them with a group of schools in a professional learning community.

Schools which are taking part in sustaining teaching for mastery would normally commit to two teachers engaging in three full days of training each over the course of the year. In order to give you more options and flexibility, this year we are offering six different strands of training. Two are full strands, comprising three full days of training, the other four are half strands, comprising 3 half days or equivalent.

You are invited to register for a minimum of 6 full days of training in total which can be spread across more than two teachers and more than two strands. There is no upper limit to how many strands and how many teachers you can register.

Each Work Group will have a focus for the year. The five foci for 2024/25 are:

- developing mathematical thinking
- new to teaching for mastery
- embedding variation
- leading teaching for mastery
- developing fluency with multiplicative reasoning.

What will you learn?

- Your students will develop a deep, secure and connected understanding of the maths they are learning
- You will continue to develop teaching for mastery approaches consistently across your department
- You and your department will collaborate to create a coherent curriculum in a culture of professional learning
- You will develop and implement a coherent and ambitious sustained development plan

What is the cost?

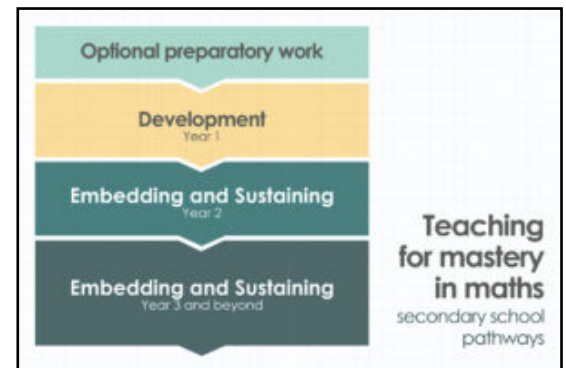
The Secondary Teaching for Mastery – Development project is **fully funded** by the Maths Hubs Programme so is **free** to participating schools.

What should you do next?

If your school is eligible to join a Sustaining Work Group in 24/25, please apply via the button below:

[MORE INFO](#)

[APPLY NOW](#)



SECURING FOUNDATIONS AT YEAR 7

This project is for teachers working with those Year 7 students who have not met age related expectations in maths, particularly students whose attainment is in the bottom 20-30% of the national cohort at the end of KS2. It is suitable for experienced or novice teachers.

What is involved?

This project aims to provide professional development and resources for secondary maths teachers, so they are better equipped with KS1 and KS2 maths curriculum domain-specific knowledge and pedagogical content knowledge. It will give them the necessary expertise to support students with gaps in understanding content from previous Key Stages.

Participants in this project will gain access to high-quality resources designed by experts in the pedagogy and expectations of maths at both KS2 and KS3.

What will you learn?

- Your students will make progress so they are better able to access a suitable KS3 curriculum
- You will develop your pedagogic and content knowledge of KS1 and KS2 maths
- You will consider approaches which support all
- You will work as part of a professional learning community to reflect on your approaches, deepen your understanding about effective approaches, and refine your practice

Commitment

The project is suitable for all maths teachers who are interested in developing their teaching practice to support students in securing the foundations of mathematical understanding. **We require two teachers from each school to register for the programme and participate in workshop sessions.**

Each participant should attend all six central workshops across the year. There will be five opportunities to attend each workshop – i.e. 1A, 1B, 1C, 1D and 1E and then 2A, 2B etc., and participants will sign up for these sessions on Axis.

Participants may sign up for whichever workshop in the series best suits their availability, e.g. a participant might attend 1C, 2A, 3E etc. Attending the same session as their school partner is recommended where possible, but not compulsory.

In each series of workshops there is also an option 'F' which will be used as a 'catch-up' session for anyone who finds at the last minute that they are unable to attend the workshop they signed up for.

What should you do next?

If you are interested in taking part in this programme in 2024-25, **applications are now open but close on Wednesday 17th July**. Please complete the application form via the button below before this date and we will be in touch in due course.



All Work Groups and Opportunities for 2024/25

As all of our Work Groups are now up and running this year, we invite you to either apply for a place on programmes accepting applications, or register your interest in our projects for next year via our website. You will then be contacted with further instructions as soon as these are available.

Please use the links below to visit the relevant pages where you will find a button to either apply or access the expression of interest form for each project.

Alternatively, contact us at info@bbomathshub.org.uk to discuss the best programme for you and your department.

All of our Work Groups are free.

PRIMARY

SECONDARY

POST 16

LEADERSHIP

PRIMARY AND EARLY YEARS

[Mastering Number](#)

[Mastering Number - Embedding the Impact](#)

[Mastering Number at KS2](#)

[Primary Teaching for Mastery - Readiness](#)

[Primary Teaching for Mastery - Development](#)

[Specialist Knowledge for Teaching of Mathematics, Early Years Teachers](#)

[Specialist Knowledge for Teaching of Mathematics, Primary Teaching Assistants](#)

[Specialist Knowledge for Teaching of Mathematics, Primary Early Career Teachers, Phase 1](#)

[Specialist Knowledge for Teaching of Mathematics – Primary Teachers](#)

SECONDARY

[Secondary Teaching for Mastery - Development](#)

[Secondary Subject Leadership Community](#)

[Securing Foundations at Year 7](#)

[Specialist Knowledge for Teaching Mathematics – Secondary Early Career Teachers Phase 1](#)

[Specialist Knowledge for Teaching Mathematics – Secondary Non-Specialist Teachers](#)

POST 16

[Developing Core Maths Pedagogy](#)

[Developing A Level Pedagogy](#)

CROSS PHASE

[Targeted Support in Mathematics](#)

[Years 5-8 Continuity](#)

[Cross Phase – Supporting low attainers to achieve a L2 qualification in mathematics](#)

[ITT Partnerships](#)

All Work Groups and Opportunities for 2024/25

As all of our Work Groups are now up and running this year, we invite you to either apply for a place on programmes accepting applications, or register your interest in our projects for next year via our website. You will then be contacted with further instructions as soon as these are available.

Please use the links below to visit the relevant pages where you will find a button to either apply or access the expression of interest form for each project.

Alternatively, contact us at info@bbomathshub.org.uk to discuss the best programme for you and your department.

All of our Work Groups are free.

PRIMARY

SECONDARY

POST 16

LEADERSHIP

LEADERSHIP

[NPQLPM - Leading Primary Maths](#)

[Professional Development Lead](#)

[School Development Lead](#)

[Primary Mastery Specialists](#)

[Secondary Mastery Specialists](#)

[Further Education Mastery Specialists](#)

[Secondary Maths MAT Leads Community](#)

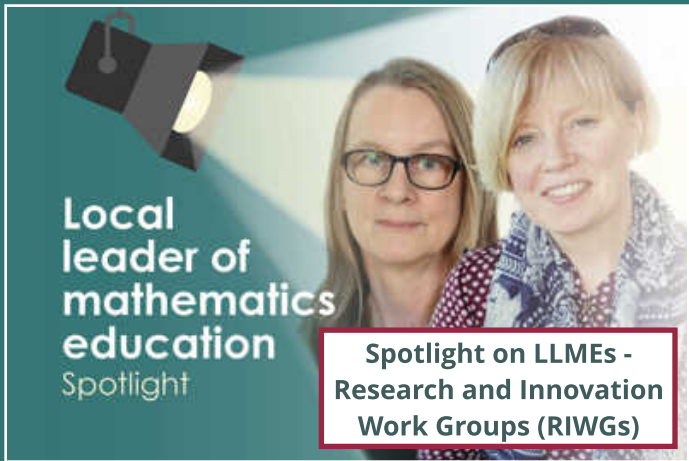
if you don't see the project you are interested in here, please keep your eyes out for future editions of our newsletter and also on our website as new programmes may be added once we have our allocations for 2024/25.



WHAT ARE BBO PROJECTS?

All of the professional development activities that the BBO offer are Projects, whether that be Work Groups, taught courses or leadership events. Each has their own focus and schedule. Some can be joined during set windows throughout the school year whilst others must be joined at the beginning of the school year.

NCETM NEWS AND FEATURES



OTHER EVENTS AND OPPORTUNITIES

ONLINE MASTERS DEGREE IN MATHEMATICS EDUCATION - UNIVERSITY OF PLYMOUTH

Who is it for?

This programme is for teachers who envision schools and colleges as vibrant communities of continuous learners, where everyone, regardless of their role, is consistently growing. It's for teachers and tutors who believe in the power of craft knowledge, where expertise can be recognised, articulated and shared.



UNIVERSITY OF
PLYMOUTH

How does it work?

The course aims to develop exceptional mathematics educators by enhancing existing knowledge and pedagogical skills. You'll engage in small-scale research projects and draw inspiration from successful strategies employed in high-performing countries.

Why is it a fully online course?

The course has been designed to be delivered fully online, giving you the flexibility to engage with the material at your own pace, supported by Zoom meetings and email contact upon request. It can be studied part-time or full time and is suitable for primary, secondary or tertiary teachers of mathematics.

Structure of course

The course consists of four 30-credit modules, leading to your 60-credit dissertation; there is the possibility of using APEL (Accreditation of Prior Experiential Learning) for recently obtained masters degree credits.

To apply:

Please click the button for further information and to apply for the course on the University of Plymouth website.

[APPLY NOW](#)



HAVE A GREAT SUMMER! FROM THE MATHS HUB