

BBO MATHS HUB NEWSLETTER

Term: Autumn | Issue 1 | Date: 4 October 2024

WELCOME FROM JENNIE FORDE, MATHS HUB LEAD

Welcome to the Autumn Term from BBO Maths Hub!

We hope the start of the new academic year has gone smoothly for you and your school community. As we settle into another term, we're excited to share the fantastic opportunities for collaboration, learning, and professional development that lie ahead. Whether you teach in Early Years, Primary, Secondary or Post-16, there are exciting opportunities available for you to engage and work with the Maths Hub.



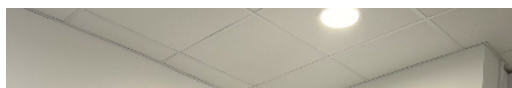
Last year marked a special milestone for us – the 10th anniversary of the Maths Hubs Programme! Over the past decade, the people who make up the Maths Hubs have worked tirelessly alongside teachers, schools and system partners to build a culture of continuous improvement and sharing of best practices in the teaching of maths. In the beginning there was an idea – could we create a school-led system, harnessing the expertise already present in England's schools and colleges, to improve maths education for both teachers and their pupils? And here we are ten years later with an established and growing network of schools, colleges and teachers working together on that very thing!

As we celebrate this incredible journey, we also look to this 11th year with renewed energy. There are still opportunities for schools to join Teaching for Mastery Work Groups this year. Whether you're looking to deepen your own understanding of mastery or to embed it further in your school's practice, we would love to hear from you.

Looking back on how far we've come, it's inspiring to see the collective progress of teachers, schools, and hubs across the country. What started ten years ago, has become an incredible network of teachers, always keeping students and pupils at the heart of what we do.

We want to thank you for being part of this incredible community, both here in Bucks, Berks and Oxon and nationally. We can't wait to see what we will achieve in the year ahead!

The BBO LLME at the 2023/24 annual conference celebrating 10 years of the Maths Hub programme!



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Developing Maths Through Targeted Support: A Primary School's Successful partnership with the BBO Maths Hub

PRIMARY

Jennie Forde, Maths Hub Lead

Improving mathematics outcomes can be a challenging journey, especially in schools with complex needs. Maths Hubs are stepping up to help schools navigate these challenges by offering targeted support tailored to their unique contexts. This support doesn't just focus on immediate gains but builds long-term relationships with school leaders to drive sustained school improvement.

A great example of this can be seen in the recent experience of a head teacher who turned to us for assistance in developing maths in her school last year.



The Challenge

The school in question is a large, oversubscribed primary with two-form entry in most year groups and three forms in two bulge year groups. The student population includes a high number of pupils with special educational needs and disabilities (SEND), and the school had struggled with below average outcomes in mathematics in recent years.

When the new head teacher took her role in September 2023, she recognised the need for immediate and impactful changes in the school's approach to mathematics. Drawing on her previous experience working with a Maths Hub at a different school, where she had seen the value of the mastery approach firsthand, she reached out to the BBO Maths Hub for support.

A Strategic Partnership

In October 2023, an Intensive Support Partner (ISP) from the Maths Hub began working with the school. The initial focus was clear: to support the school's maths lead in developing understanding of teaching for mastery principles and embedding these in lesson design and practice. The ISP brought expertise and an external perspective that was instrumental in driving the necessary changes.

One of the head teacher's first strategic moves was to form a dedicated maths team. This team, consisting of representatives from each key stage and a member of the senior leadership team (SLT), was established to support the maths lead. This structure allowed actions to be implemented quickly, fostering a collaborative approach and empowering the maths lead to take charge of the transformation process.

Building relationships and fostering collaboration

The ISP's involvement was key in reinforcing the head teacher's vision, which helped align the entire staff with the school's new direction in mathematics. This alignment of values and vision proved critical in fostering an open, honest culture focused on improvement. Reflecting on the experience, the head teacher noted that a key enabler of this transformation was the organisational structure she had put in place. By creating a maths team that spanned all key stages, the school was able to take swift action on the recommendations from the Maths Hub. The close collaboration between the maths lead, the SLT, and the ISP meant that the school could embed new practices quickly, leading to tangible improvements in teaching and learning. As the Headteacher said, *"It is a partnership. You're not being done to. It's very collaborative and it also helps to empower and grow staff. ... I don't think we would be in the position that we are in without it."*

Developing Maths Through Targeted Support: A Primary School's Successful partnership with the BBO Maths Hub

PRIMARY

Jennie Forde, Maths Hub Lead

This case demonstrates the powerful potential of collaboration between Maths Hubs and school leadership. By working in close partnership with school leaders, Maths Hubs can provide the expertise and structure needed to drive real change in mathematics education. In this instance, the combination of a dedicated maths team, a supportive leadership structure, and external expertise from the ISP has led to some rapid changes but also, and more importantly, a much longer-term plan of partnership and engagement. The school now feel ready to continue to develop their journey by joining the standard Teaching for Mastery work group programme.

Please contact us if you would like to talk about targeted support for your school.

Targeted support is available for schools that meet the criteria at the primary, secondary and Post-16 phase. Please [contact us](#) if you would like to talk about targeted support for your school.

For more information on targeted support, [see this page](#) on the NCETM website.

Call for evidence

Curriculum and
Assessment
Review

Supported by

Department
for Education

Curriculum & Assessment Review

We know that an overloaded maths curriculum remains a barrier to realising the full potential of the mathematics Teaching for Mastery Programme and school leaders and teachers often experience tension between mastery and coverage, as stated in a [recent blog written by the NCETM](#). In this blog, the NCETM recognised the argument that reducing the curriculum content as well-founded and has previously acknowledged the extra content present in the English maths curriculum compared to worldwide high-performing jurisdictions. As an interim measure to address the content overload, the NCETM created the '[primary mathematics guidance](#)', which was published by the DfE in 2020.

A call for evidence for a curriculum and assessment review has now been launched. The Review seeks to identify the most significant and pressing issues facing 'curriculum and assessment' to support its evolution. This call for evidence is for anyone with an interest in curriculum and assessment from key stages 1-4 and 16-19 education in England including teachers. This Review is an important step in arguing for reduction in content of our primary maths curriculum to facilitate Teaching for Mastery. We would strongly encourage you all to respond to the review which closes on 22 November:

[Click here to go to the review](#)

Why should schools make use of our Secondary Programmes?

SECONDARY

Andrea Wickham, Assistant Maths Hub Lead - Secondary

As a Secondary teaching for mastery specialist, practising teacher and Trust Maths Lead I see the work of the BBO Maths Hub in secondary schools from both sides. I lead the development of workgroups for schools which are in the sustaining phase of teaching for mastery and I work in a department where every maths teacher engages in some form of professional development with the BBO Maths Hub.



We know that, according to the DfE's standard for teachers professional development, effective PD has the following characteristics:

1. Should have a focus on improving and evaluating pupil outcomes.
2. Should be underpinned by robust evidence and expertise.
3. Should include collaboration and expert challenge.
4. Should be sustained over time.

Please see this article from the GOV.uk website on the [Standard for Teacher's Professional Development](#).

BBO Maths Hub work groups embrace all of these characteristics, which are some of the reasons why I believe in the power of Maths Hub PD to drive development in the teaching and learning of maths, this is what teachers have said about our sustaining Teaching for Mastery work groups last year:

Everything we do is focused on improving student outcomes.

- ▶ "I see more students opting to use a variety of representation when answering questions"
- ▶ "Year 7 students seem to have a higher level of understanding of algebraic concepts"
- ▶ "There has been an increase in engagement because students understand the concepts better"

The sustained nature of work groups over an academic year support development of teacher practice and systemic change in departments:

- ▶ "I have edited lessons to include ratio tables so there is more continuity between topics and year groups. Students are more fluent in using them and many try to apply them to other situations as well!"
- ▶ "I now incorporate a variety of visual aids, manipulatives, and graphical representations to illustrate mathematical concepts. This shift ensures that abstract ideas are more concrete and accessible to all students... this approach has enabled me to identify and address misconceptions more effectively, fostering a more inclusive and supportive learning environment."
- ▶ "KS3 schemes have been replaced ... and resources provided, such as links on the scheme and manipulatives added to the office. We are trying to introduce collaborative planning as much as we can"

Why should schools make use of our Secondary Programmes?

SECONDARY

Andrea Wickham, Assistant Maths Hub Lead - Secondary

We always work collaboratively:

- ▶ “Following this lesson study, more thought into prior knowledge and understanding rather than procedural”
- ▶ “the dept discussions about use of MWBs and assessing students’ progress in a lesson were also influenced by the discussion of the work group”
- ▶ “Used a similar model of lesson planning with an ECT & experienced member of department. Created lots of discussion”

Our sustaining teaching for mastery work groups are updated and adapted every year to reflect the needs of the schools in our region and this year include the following work groups:

- Developing mathematical thinking
- Developing fluency in multiplicative reasoning
- New to Teaching for Mastery
- Embedding variation theory
- Leading Teaching for Mastery

Details for taking part in Secondary work groups can be found [here](#):



Collaboration in action - teachers deep in discussion at a Leading Teaching for Mastery work group session



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. Bookings are now open for the majority of our Work Groups running in 2024/25. Please see below for details. 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.

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 still 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?

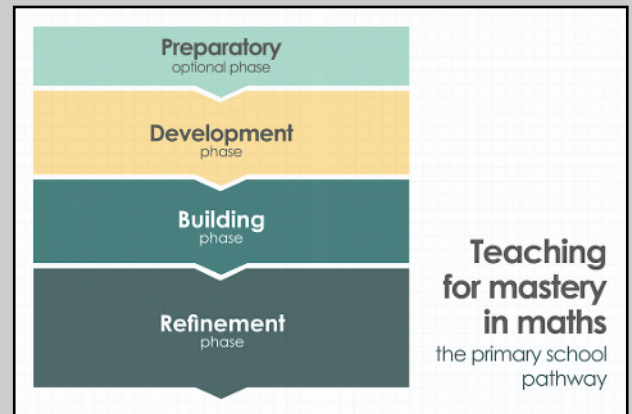
- You and your school will enhance your mathematical subject knowledge, emphasising key areas of maths
- You and your school will plan, teach and reflect on lessons with a mastery approach
- You and your school will understand the school-wide structures which enable staff to develop mastery approaches
- 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](#)

Primary Work Groups and Opportunities for 2024/25

PRIMARY

SPECIALIST KNOWLEDGE FOR TEACHING OF MATHEMATICS, EARLY YEARS TEACHERS

This programme is designed for individuals who would like to develop their specialist knowledge for teaching maths to three- to five-year-olds. This may be particularly relevant for teachers that have moved phases or have not received maths-specific training. The aim is to improve the subject knowledge and pedagogical knowledge for all practitioners teaching and supporting the learning of early maths.



There are two types of SKTM Early Years pathways: Pathway One: Number Patterns and Structures and Pathway Two: Pattern, Shape, Space and Measures.

We have 3 cohorts of this Work group running in 2024/25 across the BBO area.

MORE INFO & BOOKINGS

SPECIALIST KNOWLEDGE FOR TEACHING OF MATHEMATICS, PRIMARY TEACHING ASSISTANTS

This project is designed to improve the subject knowledge and pedagogical knowledge for all practitioners supporting the learning of primary maths.

It supports primary teaching assistants who are supporting maths to develop specialist knowledge for teaching the subject, to build on the primary maths National Curriculum, and to develop distinct pedagogical decision-making which will impact on their practice when supporting maths. This may be particularly relevant for new TAs or TAs that have not received maths-specific training.



We have 4 cohorts of this Work group running this year across the BBO area.

MORE INFO & BOOKINGS

SPECIALIST KNOWLEDGE FOR TEACHING OF MATHEMATICS, PRIMARY TEACHERS

This programme is designed for primary teachers who would like to develop their specialist knowledge for teaching maths. This may be particularly relevant for teachers that have moved phases or have not received maths-specific training. It's aim is to improve the subject knowledge and pedagogical knowledge for all practitioners teaching and supporting the learning of primary maths.



There are two pathways: Number and Spatial Reasoning. Each pathway consists of the equivalent of four days, spread out over a minimum of two terms. Professional learning and practice development continue throughout, with participants implementing new ideas into their daily practice.

We have 2 cohorts of this Work group running this year across the BBO area. The Bucks and Berks group follows the Spatial Reasoning pathway and the Oxfordshire group will look at the Number pathway.

MORE INFO & BOOKINGS

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. Bookings are now open for the majority of our Work Groups running in 2024/25. Please see below for details. 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.

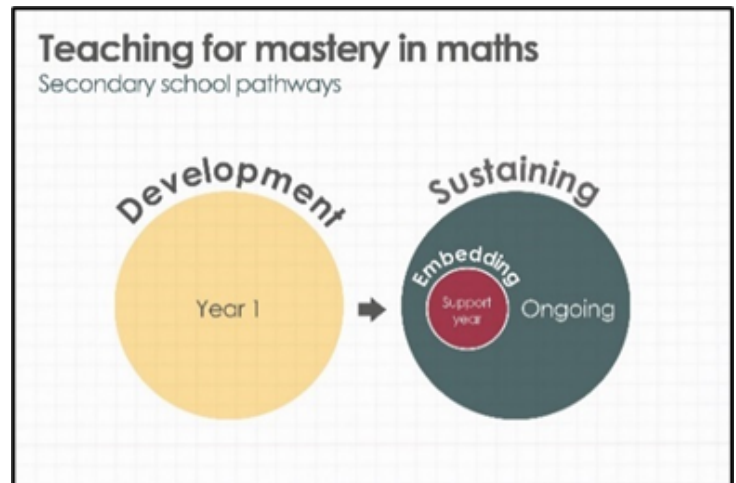
This programme is for state-funded secondary schools in England. Mastery Advocates should be teachers with the commitment, experience and authority to lead developmental work across a maths department. The support of the Head of Maths, and the headteacher or a member of SLT, is also essential.

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 2024-25, **applications are still 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 2024/25

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?

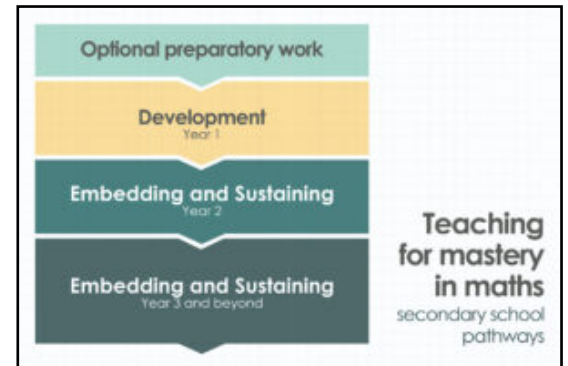
The Secondary Teaching for Mastery – Development project is **fully funded** by the Maths Hubs Programme so is **free** to participating schools.

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](#)



Secondary Work Groups and Opportunities for 2024/25

SECONDARY

SPECIALIST KNOWLEDGE FOR TEACHING OF MATHEMATICS, SECONDARY EARLY CAREER TEACHERS

Whilst recognising the requirements of the Early Career Framework, this programme provides a subject-specific focus for the ECT that enhances the statutory offer, with a focus on the teaching of maths. This is situated in the context of two core mathematical concepts: Multiplicative reasoning, and Sequences and graphical representations.

The programme will build on the knowledge gained during initial teacher training. It focuses, for two years, on the key elements of observing learning, task design, lesson design and adapting teaching. Participants will be those identified as Early Career Teachers – teachers in their first or second year of teaching.

This project starts on 25th October and takes place online and at John Mason School over 6 sessions.

[MORE INFO](#)

[BOOK NOW](#)



SPECIALIST KNOWLEDGE FOR TEACHING OF MATHEMATICS, SECONDARY NON-SPECIALIST TEACHERS

There are significant numbers of people teaching maths in secondary schools without specialist initial teacher training. This programme supports non-specialist teachers in developing the specialist knowledge (the blend of subject knowledge and pedagogical knowledge) required for teaching maths.

This programme is for non-specialist teachers of maths in state-funded schools who fit the following definition:

“A non-specialist teacher of mathematics is a teacher in a state-funded school or college that is currently teaching some mathematics or has commitment from a headteacher/executive head to teach some mathematics within the next year, who has not undertaken Initial Teacher Training (ITT) in mathematics.”

This project starts on 21st October and runs fully online.

[MORE INFO](#)

[BOOK NOW](#)



SECONDARY SUBJECT LEADERS COMMUNITY

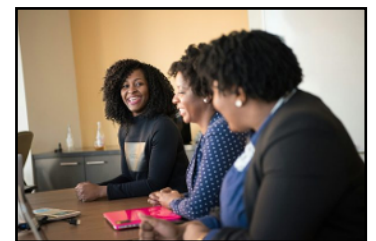
The project is for secondary heads of department/subject leaders, and is open to heads of department in schools already involved with Maths Hubs and to those who are not yet involved.

The Work Group provides an opportunity for participants to deepen their understanding of teaching approaches, of their wider roles, and of their capacity with their colleagues to transform secondary maths learning. They will work collaboratively with other subject leaders, discuss developments and engage with research, and use this experience to inform their work in leading and developing maths education in school.

This project starts on 22nd November and takes place over 3 days at John Mason School and Wycombe High School.

[MORE INFO](#)

[BOOK NOW](#)



Cross Phase Work Groups and Opportunities for 2024/25

YEARS 5-8 CONTINUITY

Work Groups in this project focus on curriculum and pedagogical continuity over Years 5 to 8. Participants will collaborate with colleagues from across KS2 and KS3, working on mathematical tasks together and reflecting on the resulting activity and learning.

The project is for those who teach and/or have responsibility for the curriculum in Years 5-8. Participants may be subject leaders or teachers with responsibility for transition in a school. They need to be supported to try out different tasks with their students and be released to attend three full-day workshops.

We have 2 cohorts of this project this year, one in the High Wycombe area and one in Didcot. Schools in each area are invited to sign up to work with other local schools already enrolled.



[MORE INFO AND BOOKINGS](#)

CROSS PHASE- Supporting low attainers to achieve a L2 qualification in mathematics

This is for teachers of GCSE Maths, and for those teaching GCSE Maths resit and/or Functional Skills Maths. whose students will study Level 2 maths across secondary and post-16. Teachers of Years 10 and 11, and of post-16 GCSE Maths resit and/or Functional Skills Maths, will develop ways to support students who need to study maths beyond age 16 to achieve a L2 qualification. Participants may be based in secondary schools, UTCs, FE colleges, Sixth Form colleges, schools with post-16 provision, or other post-16 settings.

The Work Group will focus on developing transferable teaching techniques aligned to teaching for mastery. The project start on 16th January and comprises of 2 online sessions and 2 face to face meetings being held at UTC Oxfordshire.



[MORE INFO](#)

[BOOK NOW](#)

STRENGTHENING PARTNERSHIPS WITH ITT PROVIDERS

This project aims to form an established group of ITT representatives across the sector who are committed to developing communities of practice in order to review and evolve their provision.

Any work undertaken will be in conjunction with the leaders of maths provision in ITT institutions, to strengthen the partnership and agree actions that will support the deepening of understanding of teaching for mastery for ITT trainees at an award level. Activity may include working across hub boundaries and collaborating in larger regions.

Lead participants in this programme will be from the ITT community; they should be directly involved in ITT with a responsibility for maths. They will represent the various ITT providers across the hub region so may include HEI, SCITT and School Direct, and represent different phases of ITT including EYTS, QTS (primary and secondary), and post-16.



[MORE INFO](#)

[ENQUIRE NOW](#)

Post-16 Work Groups and Opportunities for 2024/25

POST 16

The Maths Hub Programme has PD opportunities for all teachers at all stages in their careers and across all phases. Bookings are now open for the majority of our Work Groups running in 2024/25. Please see below for details. 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.

DEVELOPING A LEVEL PEDAGOGY

This project explores and deepens participants' pedagogic content knowledge, empowering teachers to enhance their classroom practice and to influence department-wide A level teaching. It is an engine for improving student understanding of A level Maths, and driving their subsequent success. Participants will design and trial classroom activities, sharing and reflecting on their experiences with others in the Work Group.

Participants will be established teachers of A level Maths who are looking to deepen their pedagogical understanding. They must be teaching a current A level Maths group.

This Work Group would be particularly useful for those who may have already completed other A level subject knowledge and pedagogy CPD.

The project involves a direct working partnership between the Maths Hubs Network and the Advanced Mathematics Support Programme (AMSP).

This Work Group launches on 14th November and takes place over 4 sessions online and at John Mason School.



[MORE INFO](#)

[BOOK NOW](#)

DEVELOPING CORE MATHS PEDAGOGY

This Work Group give teachers opportunities, through collaboration and experimentation, to develop improved teaching approaches that support the open-ended problem-solving skills Core Maths students need to develop, and to share these with departmental colleagues. Work Groups may be face-to-face or online and will include school-based activities between workshops.

Participants should be experienced and developing teachers of Core Maths from schools and colleges in at least their second year of teaching Core Maths. Where appropriate, participants will be expected to work with colleagues in their own department.

The project involves a direct working partnership between the Maths Hubs Network and the Advanced Mathematics Support Programme (AMSP).

This Work Group starts on 9th January and comprises of 3 online sessions and 2 face to face meetings at UTC Oxfordshire.



[MORE INFO](#)

[BOOK NOW](#)

All Work Groups and Opportunities for 2024/25

The majority of our Work Groups are now open for bookings for this year and can be accessed on our website via the links below. For projects that have already closed, please register your interest in taking part next year.

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](#)

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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](#)



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



Secondary Round-up

Secondary Round-up
September 2024



Primary Round-up
September 2024

Primary Round-up



National Newsletter

NCETM Newsletter
September 2024



Ten Years of the Maths Hubs Programme

10 Years of the Maths Hubs Programme

MATHS HUBS



Hello!

Welcome to the NCETM in 2024/25



United Learning : A Model for Trusts Working with Maths Hubs

OTHER EVENTS AND OPPORTUNITIES

INSIDE MATHS ENRICHMENT EVENT

INSIDE MATHS

www.insidemaths.co.uk

Monday 10 February 2025

Venue: The Royal Institution, London

10:30am - 2pm

Inspire the mathematicians of the future with this enrichment day featuring talks from Rob Eastaway, Fran Watson and Zoe Griffiths in the famous Ri theatre, and hands-on and problem-solving activities all around the rest of the historic Ri building.

Inside Maths includes a focus on 'Where Maths Can Take You' embedded across the day, and can act as CPD; attending teachers get access to electronic follow-on classroom resources.

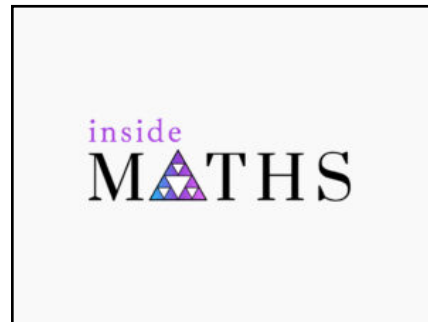
Designed for students with above average attainment. Schools can bring up to a maximum of 15 students.

Early-bird tickets: available for state schools only, at £9.50 per student (there are a limited number of these, book asap and by Friday 18 October).

Regular tickets: Booking opens on Friday 4 October. Tickets priced at £17.50 per student.

BOOK HERE: www.insidemaths.co.uk/booking

CONTACT: info@insidemaths.co.uk



ATM VIRTUAL CONFERENCE

A vertical poster for the ATM Virtual Conference. At the top, the ATM logo (Association of Teachers of Mathematics) is in white on a green background. Below this, the text 'Virtual Conference' and 'Saturday 5th October 2024' is in white, followed by the time '9:30am - 1:15pm'. A green banner with white text reads 'CPD Opportunity'. Below this, smaller text describes the event as a high-quality CPD session for all levels of teaching. A bold line states 'Booking is now live - Book your place today'. The cost is listed as '£20 member rate/£30 non member'. A note says 'Most sessions will be recorded to watch later in case your session choices clash'. There is a small grid of session thumbnails on the left and a QR code on the right with the text 'More Info' below it. At the bottom, a quote from P Thompson of West Sussex is displayed: 'Wow! - this is an excellent range of sessions ... I will highly recommend to friends'. The poster has a colorful geometric pattern at the very bottom.