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Welcome from Jennie Forde

Maths Hub Lead



Welcome to the latest edition of the BBO newsletter.

We're now well into the busy exam season, and we hope everything is going smoothly for you and your pupils. A special congratulations to all Year 6 children who have completed their SATs—we hope you and they are now enjoying some well-earned rest and making the most of the lovely weather!

It's also a particularly busy and exciting time for the Maths Hubs Network, as we continue to evaluate and shape our work across the country. We're pleased to share news of a new partnership with the Education Endowment Foundation (EEF), supporting two national trials this year. You can find out more about these on the [NCETM website](#) or by listening to Jen Shearman, NCETM Director for Evaluation, [here](#).

At BBO, we're delighted to be involved in the **Secondary Non-Specialist** trial — turn to [page 9](#) to find out how you can take part.

Meanwhile, we are already planning our programme for 2025–26 and will be in touch soon with details of how to ensure you remain part of our collaborative groups next year. To stay up to date, please look out for updates on our website and keep an eye on messages posted on Basecamp. If you are currently part of a work group, your Work Group Lead will also share information and guidance on how to continue your involvement. We encourage you to speak with them directly if you have any questions or want to express interest in specific areas of the programme.

If your school hasn't been part of a BBO Maths Hub community or work group this year, now is a great time to get in touch. Schools that engage with us benefit from fully funded professional development, the chance to collaborate with like-minded colleagues, and access to expert support that can make a real difference to teaching and learning. Don't miss out on the opportunity to be part of a growing, supportive community focused on long-term improvement and shared growth. [Get in touch with us here](#) — we'd love to talk to you about the ways that we can work together in 2025-26.

Have a restful half-term, and we look forward to hearing from you during the summer term.

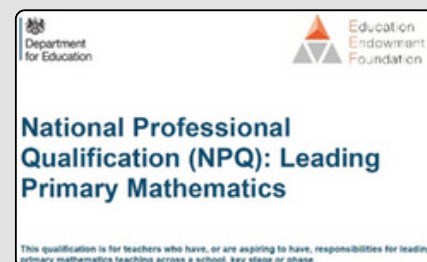


Why register for the NPQLPM?

Caroline Tomlinson, Primary Mastery Specialist



After myself and Dr Claire Shorrock were asked to facilitate the first cohort on the newly devised NPQLPM, I started to consider how this programme compliments the multitude of professional development opportunities offered by Maths Hubs.



As a diehard fan of all things Maths Hubs, I wasn't sure what extra the National Professional Qualification for Leading Primary Mathematics – NPQLPM (launched in 2024 by the DfE) might bring to leaders of maths, but I was keen to know more and be involved in its facilitation.

It's one of the specialist NPQ programs which aims to, "equip educators with the skills and knowledge necessary to implement effective, mastery-based approaches to mathematics education." In addition, it gives leaders a nationally recognised accreditation in leading mathematics, supporting them to dip their toes back into the world of research with a focus on develop themselves as leaders in their own schools.

BBO Maths Hub, ASTRA TSH and Oxfordshire Teaching School Hub (OTSH) each teamed up with TSH Berkshire and UCL to promote this opportunity but training is provided by a host of accredited organisations, including Ambition Institute, Church of England, LLSE, National Institute of Teaching, Teach First, and UCL Institute of Education and as you might expect from anything related to the Maths Hubs, access to this course is mostly free (at the moment) with funding available for teachers and school leaders in many state-funded settings in England - subject to eligibility criteria. In a nutshell, The NPQLPM is intended for, current or aspiring maths leaders; experienced educators: who feel they would benefit from enhancing their leadership skills and any participants in mastery programs. With such a broad range of participants in any group, this breadth of experience has brought a richness to every session and supported school to school collaborations.

It's a flexible "blended learning model," starting and ending with face-to-face sessions which compliment self-directed modules and online sessions. To anyone unfamiliar with university hosting sites, getting to grips with accessing UCL's material is always a challenge at first, but a welcome reminder of the quality of the professional development you are receiving. I asked Emma, currently in cohort 2, about her thoughts on why she enrolled and how the program is impacting her.

I asked Emma, currently in cohort 2, about her thoughts on how the program is impacting her.

"I have found [] that it is really improving my confidence as a leader. I am learning a lot about maths and about being a leader and it is really helpful to network with other maths leaders through the course - even with the differences in all our settings. I am really enjoying it and am glad I was talked into it!"

In Emma's cohort, participants range from: special schools, small rural mixed -age school and a 7-form entry school and not all participants are maths leaders currently but aspire to be. What they do have in common though, is that their schools have supported them to develop leadership skills and knowledge alongside mastery principles of teaching maths.

Another cohort 2 participant, Carolyn, had this to say, *"I chose to sign up [] as I felt it would give me more confidence to lead Maths in my setting. Having been a Maths lead in my previous setting for 18 months, I felt that I hadn't ever been taught or advised how to lead Maths. This course has given me the guidance that I needed with signposts to relevant research which I felt was one of my weaker areas. Completing the NPQLPM has enabled me to build on existing relationships I had with both facilitators and to network with others in similar positions to me. I have also managed to develop some of these professional relationships further as some other Maths leads are working in schools not too far from mine. I think this course has enabled me to feel more confident in leading Maths in my school and implementing new initiatives, whilst reflecting on previous ones, making me a more effective leader."*

And lastly, Alex, another participant, commented *"In terms of the NPQ, the reason I applied was to provide me with additional support and guidance around being a maths lead. The course has helped me think about my own practice as well as areas in which I need to focus on a maths lead. One of the main things it has done, is made me think more as a leader and made me more conscious of what I can do, am currently doing, to support colleagues and improve outcomes for learners."*

Programme Structure

The NPQLPM is a 12-month programme comprising:

- Study Commitment: An average of 1 to 2 hours of study per week, combining self-directed learning with group sessions.
- Course Content: Ten topics covering areas such as school culture, curriculum design, teaching support, and professional development.
- Assessment: A written assessment of 1,500 words to evaluate understanding and application of the programme content.

While I agree with this quote from the DfE, *"The NPQLPM represents a strategic effort by the DfE to strengthen mathematics leadership in primary education. By focusing on mastery approaches and fostering a positive mathematical culture, the program aims to improve pupil outcomes and support the professional growth of educators,"* I believe the NPQLPM offers participants much more.

- It's space, away from school, to think and engage critically with research about leadership, maths teaching and learning and leading maths
- It's an opportunity to critically reflect upon what this might mean for you, your school and your pupils
- It's personal growth, I guarantee you'll leave each session energised
- It's recognizing the worth and cultivating professional networks
- It's acknowledging that we all learn from each other, and it's ok to not have all the answers now

- It's understanding that leadership is a personal skill we are all refining and developing

Objectives of the NPQLPM

The NPQLPM is designed to:

- Embed Mastery Approaches: Support the adoption of mastery teaching methods, enabling pupils to develop a deep, interconnected understanding of mathematical concepts and fluent recall of number facts.
- Develop Leadership in Mathematics: Enhance the ability of teachers to lead mathematics education effectively, fostering collaboration among senior leaders and teaching staff to improve maths instruction school-wide.
- Cultivate a Positive Maths Culture: Create an environment where both staff and pupils have a positive attitude towards mathematics, addressing issues such as maths anxiety and promoting resilience and problem-solving skills.
- Design and Implement Coherent Curricula: Provide the tools to develop and introduce comprehensive mathematics curricula that identify essential knowledge, address learning gaps, and support teachers in delivering effective instruction.
- Support Professional Development: Equip leaders with strategies to support and develop mathematics teaching among colleagues, including lesson planning, inclusive practices, workload management, and consistent use of mathematical vocabulary.

And lastly, it's the perfect enriching addition to any of the Maths Hub opportunities aligned to our priority to, "support schools and educators in fostering sustainable improvements in the teaching and learning of mathematics."

If you want to find out more about registering for the next cohort of NPQLPM [click here](#) for more information.



Department
for Education

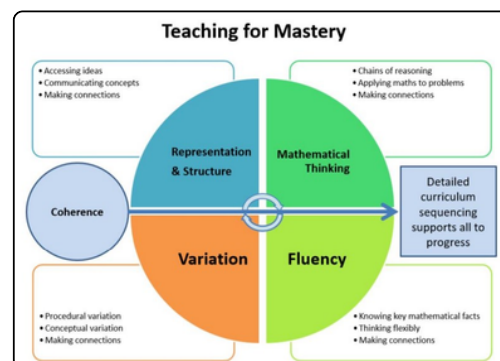


Teaching for mastery – what next?

Andrea Wickham, Assistant Maths Hub Lead for Secondary



It's been 10 years since the start of the teaching for mastery program and many schools in our region have learnt about teaching for mastery through the developing and embedding teaching for mastery phases. We know that these departments have made changes to the way they teach; using representations, adjusting the sequencing and coherence of their schemes of work and thinking about how to embed opportunities to improve students fluency and mathematical thinking through their lesson planning and delivery. So for schools in this position, what is the next step?



The sustaining teaching for mastery work groups offer a continued collaborative approach to ensuring that the changes departments have made are sustained and that they have real impact on students.

This year a group of teachers have been coming together as part of the 'leading the development of teaching for mastery' work group to continue with the job of making the teaching and learning in their departments the best it can be. In three one day sessions over the year they have looked at teaching KS4 topics in depth, observed lessons, evaluated and shared resources. They have used the time to plan their own department CPD and refine their own skills in delivering it. They have had time to focus on their developmental priorities and to present these to the rest of the group, giving the opportunity for feedback and questions to help further deepen their thinking. They have seen how things are done in other schools and questioned each other on how they use teaching for mastery approaches to have impact on students.

This group has become a community where the discussion is in depth and teachers collaborate with one another. The teachers taking part are not heads of maths but are leading teaching and learning in their department and the work group is led by a head of maths and teaching for mastery specialist.

Feedback from the teachers involved tells us what they value the most:

Protected time to think, engage and discuss

- *'It was really useful to engage with the excellent questions and have the time to discuss them in depth, to think about them, to think what we would add. The time given to look at each task was really great- it gave me time to really engage with it.'*
- *'Time to reflect on curriculum, where elements are and, in some cases, realised it was not explicitly taught, just assumed knowledge.'*

The opportunity to see what other schools do and to think about how to best apply it to their own context

- 'Exploring ways of using mastery within KS4, and seeing how various representations of multiplicative reasoning can be used and to what extent they would be successful for our students.'
- 'Got loads of ideas from presentation and also other delegates.'
- 'The questions the work group lead asked us to think about hugely helped me to really get the most out of the things we looked at.'

If your school has engaged in teaching for mastery previously or you have a secondary mastery specialist in your department, the teaching for mastery program is open to you for next year.

We are pleased to announce that the focus for the Secondary Teaching for Mastery Work Groups for 2025/26 has now been set and will comprise of the following 3 options:

- Focus A: Developing mathematical thinking across the department
- Focus B: Improving collaborative planning and lesson observation
- Focus C: Deepening understanding of teaching for mastery principles

To register your interest in taking part next year, please use the button below:

REGISTER YOUR INTEREST FOR 2025 - 2026

For an overview of all the support available for secondary maths departments and teachers in 2025-26, please [click on the flyer below](#):

2025/26

Support for secondary maths departments and teachers

From the NCETM and Maths Hubs

Department or individual, HoD or classroom teacher, experienced or Early Career Teachers – we have professional development and classroom resources for you.

Interactive navigation

What is your departmental development need?

Focusing on the transition from primary to secondary

Developing teaching for mastery

Focusing on post-16

Developing an element of teaching for mastery as an aspect of pedagogy

Developing leadership

Supporting an Early Career Teacher (ECT) or non-specialist

Supporting a teaching assistant

What professional development opportunities are available? (Both face-to-face and online collaboration with other teachers and experts)

Years 5-8 Continuity Work Groups
Focusing on an effective primary to secondary transition

Secondary Teaching for Mastery Work Groups
For departments embedding teaching for mastery across Key Stages 3 and 4

Secondary Mastery Specialists
For teachers looking to become experts in teaching for mastery

Post-16 GCSE/FSQ Mastery Specialists
For teachers looking to become experts in teaching for mastery

Post-16 GCSE/FSQ Mastery Specialist Programme (Embedding the Impact)
For Post-16 Mastery Specialists looking to deepen their practice

Developing A Level Pedagogy Work Groups
In partnership with the AAPT for teachers wanting to develop their A level Maths teaching

Developing Core Maths Pedagogy Work Groups
In partnership with the AAPT for teachers wanting to develop their Core Maths teaching

Specialist Knowledge for Teaching Mathematics: Core Maths Teachers
Supports teachers in developing specialist knowledge and confidence in teaching Core Maths

Supporting Students to Achieve a 12 Qualification in Maths
For teachers whose students study level 2 maths across secondary and post-16

Securing Fluency with Multiplicative Reasoning at KS3
Improves understanding and confidence in Year 7 and Year 8

NEW Higher-level Maths Achievement Work Groups
In partnership with the AAPT support for schools to raise attainment for disadvantaged students

Secondary Maths Subject Leaders Community
To develop and support secondary leaders of maths

Multi-Academy Trust Maths Leaders Community
To support those leading maths across multiple schools

Professional Development Lead Programmes
For those who lead PD for maths teachers

Secondary Maths Subject Leaders Community
To develop and support secondary leaders of maths

Specialist Knowledge for Teaching Mathematics - Secondary Early Career Teachers
For ECTs in the second or third year of teaching

Specialist Knowledge for Teaching Mathematics - Secondary Non-specialist Teachers
Supports non-specialist teachers with mathematical subject knowledge and pedagogy

Specialist Knowledge for Teaching Mathematics - Secondary Teaching Assistants
To support TAs with mathematical subject knowledge and pedagogy

Who is this professional development suitable for?

Those who teach and/or have responsibility for the curriculum in Years 5-8

Two teachers who are well-placed to lead change within their department

Teachers with at least two years of maths teaching experience who want to lead change within their own school

Teachers with at least two years experience teaching post-16 GCSE/FSQ maths, with capacity to lead change in their own institution

Previous participants of the Post-16 GCSE/FSQ Mastery Specialist Programme

Anyone who teaches A level Maths in a secondary school or post-16 college

Anyone who teaches Core Maths in a secondary school or post-16 college

Teachers in the first two years of teaching Core Maths

For teachers of GCSE Maths, and for those teaching GCSE Maths next and/or Functional Skills Maths

Teachers working with those Year 7 students who did not meet age-related expectations in maths in Year 6

Two KS3 teachers from each school, at least one experienced teacher

Secondary maths teachers with a high proportion of disadvantaged students

Secondary heads of maths

MAT maths leads overseeing multiple schools

Teachers of maths who have existing commitments and responsibility for designing, leading and evaluating maths teacher professional development

Secondary maths teachers in their second or third year of teaching

Anyone teaching maths who did not undertake initial teacher training (ITI) in maths

Teaching assistants who work predominantly with KS3 maths students and work in a school that is engaged in a Teaching for Mastery Work Group

What supporting resources are available? (freely available high quality materials from the NCETM)

Checkpoints
Diagnostic classroom activities for KS3 students and professional development activities for their teachers

Multiplicative Reasoning
Tools and resources to develop multiplicative reasoning skills in KS3 students

KS3 Key Ideas
24 PowerPoint lessons containing activities based on the PD Materials

Secondary Mastery Professional Development Materials
102 resources covering all mathematical themes for KS3

Visit the **NCETM's post-16 webpage** for resources, podcasts and other resources

Checkpoints
Diagnostic classroom activities for KS3 students and professional development activities for their teachers

Mathematical Prompts for Deeper Thinking
Videos and Downloadable Tools for teachers to work together to explore students' mathematical thinking at KS3

Departmental Workshops
Four long ready-to-use collaborative sessions for maths departments

Hubs working with trusts
understand how MATs can work in partnership with Maths Hubs

Insights from experienced teachers
Videos of teachers exploring the mastery materials in depth

Planning to Teach videos
Videos and resources covering 12 KS3 maths topics

*In 2025/26, 20 Maths Hubs delivering this programme will be involved in an EEF-funded trial to evaluate its impact.

MATHSHUBS
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NCETM
NATIONAL CENTRE FOR EXCELLENCE IN MATHEMATICS
Coordinators of the Maths Hubs Programme

Mastering Number at Key Stage 2

Secure firm foundations in multiplicative relationships

What's involved?

Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.



Professional development materials will be provided to cover five short sessions a week, with participants expected to support colleagues in their year groups to use the resources with all Year 4 and 5 classes.

Who Can Take Part?

This opportunity is open to all schools participating in Teaching for Mastery Work Groups. Lead Participants from each Work Group schools will be two teachers - 1 from Year 4 and Year 5. Support will also be given to maths leads and headteachers.

There are limited places so the Maths Hub will use set criteria to allocate spaces to this Work Group.

What Will You Learn?

- Your pupils in KS2 will develop automaticity in multiplication and division facts through regular practice
- You will develop an understanding of how pupils progress in their knowledge and understanding of multiplicative concepts
- You will work as part of a professional learning community to refine your practice
- You and your school leaders will develop Mastering Number at KS2 as part of the curriculum in Years 4 and 5

What is the Cost?

The Mastering Number at KS2 Work Groups are fully funded by the Maths Hubs Programme so are free to participating schools.

Get Involved!

Applications for this programme are due to open on Monday 26th May. Go to our website via the button below to register your interest now, or apply to take part from next week.

APPLY HERE FROM 26th May

Secondary Mastery Specialists

Become a Secondary Mastery Specialist and transform Maths education.

Are you passionate about deepening your understanding of mathematics teaching and leading positive change in your department? The Secondary Mastery Specialist Programme is an exciting opportunity for dedicated maths teachers to develop their practice, enhance student outcomes, and play a key role in shaping teaching for mastery in their school.

**Why Join?**

As a Secondary Mastery Specialist, you will:

- Inspire students – Help them build a deep, connected understanding of maths, combining conceptual understanding with procedural fluency.
- Create a positive maths culture – Support students in reasoning, problem-solving, and engaging in meaningful mathematical discussions.
- Develop your teaching expertise – Learn best practices aligned with the NCETM's Essence of Mathematics Teaching for Mastery.
- Grow as a leader – Gain the skills to lead professional development in your school, working closely with colleagues to embed teaching for mastery.

Who Can Apply?

We're looking for enthusiastic maths teachers with Qualified Teacher Status (QTS), working in state-funded secondary schools, with at least two years of teaching experience. If you have a strong commitment to developing both your own practice and your ability to support colleagues, this programme is for you!

What to Expect?

This two-year programme is designed to develop both classroom practice and leadership skills. Unlike previous years, there is no expectation to become a Local Leader of Mathematics Education—although this remains an option for the future. Instead, the focus is on embedding mastery approaches within your own department, working alongside your subject leader. For more information about the training structure, [see our website](#).

School Support & Commitment

To ensure maximum impact, participating schools must commit to supporting their Specialist. This includes:

- The headteacher attending part of the autumn term launch event
- The subject leader engaging in a Subject Leader Community (NCP25-15)

Apply Today!

Applications are now open for 2025-2026. Please read the detailed [information document](#) carefully before applying, then submit your application and take the first step towards achieving excellence in mathematics education. **Applications close on Sunday 8th June 2025.**

APPLY NOW FOR 2025 - 2026

Specialist Knowledge for Teaching Mathematics – Secondary Non-Specialists

We are pleased to announce that our hub has been chosen to be part of an EEF trial for 2025/26 which will look closely at the impact of this programme on non-specialist teachers and students.

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 days. For more information about the EEF trial, please see [this flyer](#).



Who Can Take Part?

This programme is for non-specialist teachers of mathematics in state-funded schools in England. A non-specialist teacher is defined as:

- A teacher currently teaching some mathematics or committed to doing so within the next year.
- Someone who has not undertaken Initial Teacher Training (ITT) in mathematics.

Schools can enrol two teachers, but at least one must be teaching a Year 8 class. (if the class is shared, the non-specialist teacher needs to teach at least 50% of the lessons)

What Will You Learn?

By joining this programme, you will: Help your students think, reason, and discuss maths more deeply. Explore a variety of teaching approaches aligned with teaching for mastery. Strengthen your subject knowledge and curriculum understanding of secondary maths.

What do Heads of Maths think about the Programme?

Heads of departments have noticed clear benefits for their non-specialist teachers:

"From attending the programme, our non-specialist teacher's confidence has improved, their expectations of students are higher, and subject-specific language is now a key feature of lessons." – Karen, Head of Maths

How to Get Involved

This is a fully funded opportunity to develop your confidence and expertise in teaching maths. Schools will be randomly allocated to a control or an intervention group within their hub. Schools in the intervention group will receive the SKTM Programme, along with £500 after completing the required evaluation activities. The control group will not receive the programme and will continue with their normal practice. In addition, control schools will receive £1,000 upon completion of the required evaluation activities and will be placed on a waiting list to receive the programme in 2026/27 (subject to continued DfE funding).

For more information, including feedback from previous participants, further reading and session dates/times for 2025/26, please [see our website](#). If you are ready to apply, please use the button below.

Once we have received your application we will contact you with the next steps to take part in this trial.
Applications close on the 30th of June.

APPLY NOW FOR 2025 - 2026



Unlock your potential: new Maths Hubs CPD for 2025/26



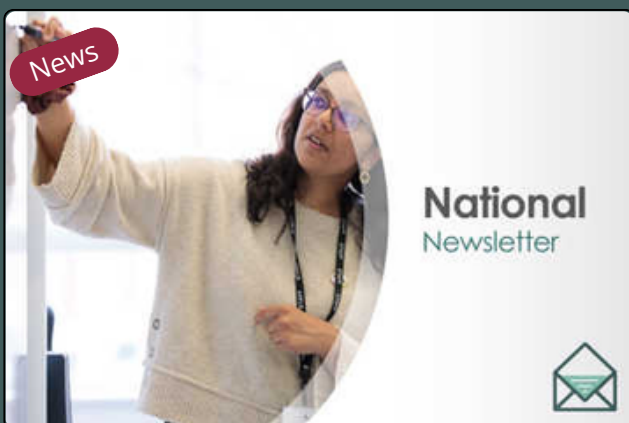
Primary Round-up - May 2025



The Five Big Ideas at Secondary – Representation and Structure



See the impact of Mastering Number



NCETM Newsletter - May 2025



Evaluating Maths Hubs' impact with the EEF

OTHER EVENTS AND OPPORTUNITIES

MSc in Teacher Education (Part-Time, Distance Learning)

The University of Oxford would like to share an exciting opportunity for mathematics teacher educators to further develop their expertise through the MSc in Teacher Education at the University of Oxford. This part-time, distance-learning course is specifically designed to develop the professional thinking and practice of teacher educators (both ITE and CPD) whilst on-the-job through practice-based tasks. These tasks lead to the teacher educator undertaking a research and development project to develop teacher education practice in their context in collaboration with colleagues in the second year.



The MSc course is designed to be integral to your day-to-day practice as a teacher educator. They currently have teacher educators from schools and universities across the UK and all over the world, creating a unique opportunity to learn and share good practice in teacher education from diverse contexts.

Please see [this flyer](#) for full information about the course structure, eligibility, and application process.

The Department of Education at Oxford University has a national and international reputation in teacher education (ITE and CPD) and in research, making them very well placed to offer a course in teacher education.

Note: the course is eligible for Educational Citizenship Scholarships, which offer £2,000 annually towards fees for two years. These scholarships are available to those working in UK schools, with preference given to state schools, particularly those in challenging circumstances. More details on this can be found on the [University of Oxford website](#).

She Talks Science STEP Summer School

Murray Edwards College, University of Cambridge, run a STEP Summer School for year 12 women and non-binary students who are considering studying mathematics at a top university. This year it will take place 4th-7th August.



Murray Edwards
College
University of Cambridge

The summer school is entirely free for participants and is aimed at increasing the numbers and diversity of women and non-binary students studying maths at top institutions. It is four days of targeted Sixth Term Examination Paper coaching as well as admissions advice and insight into university life.

For full details and the link to the application form, please [see this flyer](#).

SHE TALKS SCIENCE
STEP SUMMER SCHOOL

Free residential summer school in Cambridge

Specialist **1:1 and group teaching** to prepare you for the STEP Paper

PLUS
Cambridge Admissions Advice
Maths Enrichment Sessions
Social Activities