

● Maths Hub Newsletter ●



Monthly Recap

Welcome back to the new academic year after a well deserved summer break.

We are looking forward to delivering CPD face to face once more.

We have a number of different Work Groups and Specialist Knowledge programmes available from Early Years to Post-16. Further details can be found on page 2.

Many of the Work Groups start in November so do sign up while there are places still available.

There is no charge for participation in Maths Hub CPD

IN THIS ISSUE

- New MHLM Team
- Opportunities for 2022/23
- Cultural Capital RIGW Success

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Management Team Updates

This year we welcome our new Maths Hub Lead Lucy Lycett and our new Assistant Maths Hub Lead for Secondary James Thomas.

Both are really looking forward to their new roles, feel free to get in touch via mathshub@george-spencer.notts.sch.uk if you want to speak directly to either of them.



Opportunities available for 2022/23

Early Years and Primary:

- Subject Knowledge Teaching Mathematics - Early Years
- Subject Knowledge Teaching Mathematics - Primary
- Subject Knowledge Teaching Mathematics - Primary TA
- Teaching for Mastery - Sustaining (Year 3 onward)
- Subject Knowledge Teaching Mathematics - ECT's (Yr1&2)
- 5-8 Continuity

For an application form for any of our Work Groups please contact mathshub@george-spencer.notts.sch.uk

Secondary:

- Secondary Subject Leaders (Years 1 & 2)
- Mathematical Thinking for GCSE
- 7-11 Coherence
- 5-8 Continuity
- Subject Knowledge Teaching Mathematics - ECT's (Yr 1&2)
- Subject Knowledge Teaching Mathematics - Secondary non-specialists

Post-16:

- Supporting GCSE resit
- KS4 - KS5 Transition
- A Level Pedagogy
- New to Teaching Core Maths

For more information click the relevant phase for a link to our professional development handbook

Cultural Capital and Teaching Mathematics for Mastery RIWG

Context:

We worked with a small group of Schools in the East Midlands with a high number of pupils eligible for Free School Meals. Participants were maths leads interested in sustaining mastery through researching a specific theme: Cultural Capital (CC). The Research Innovation Work Group (RIWG) took place over 3.5 days and included 2 cycles of lesson study.

What we did:

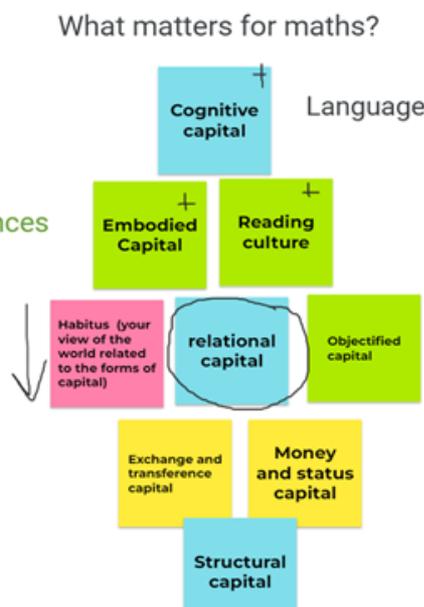
1. Cultural, Economic and Social capital

First we expanded the Ofsted review (2021) definition of CC which considered how pupils are equipped with tools which will enhance their life chances and contribute to upwards social mobility. We explored each type of capital, implications for mathematics teaching and decided which types of capital mattered most.

2. Differently experienced not differently abled

We devised a two-strand model aiming to support a non-deficit approach to understanding the connection between Teach for Mastery (TfM) and CC in relation to focus pupils.

We found that this model acted as a tool to challenge teacher perceptions of these children alongside pupil voice questionnaires.



3. Making connections

The overarching research question was:

How can teaching for mastery pedagogy support children with low socioeconomic status to make mathematical connections?

Nunes (2009) advocated that vulnerable pupils' access to reasoning can make an impact in terms of mathematical attainment. Therefore, with reasoning at the forefront of the RIWG, participants investigated how to support pupils to make connections with mathematical experiences through mathematical interactions

4. Scaffolding

We created a malleable model which acted as a menu of scaffolding options for teachers to support their pupil's connection making and give access to reasoning activities. After their own action research cycles, participants were encouraged to adapt their model in a way which suited their own line of inquiry, school context and curiosity for sustained teaching for mastery.

What we want other teachers to know:

Tazreen: 'Research was the glue that held the work group together. At the start participants were encouraged to read and process research. They were then able to apply and evaluate research through a 'live research lesson' observation. They then used criticality to pose their own questions. Researching their own question sustained their curiosity about the possibilities of mastery in their own settings and the potential life-long impact on the social mobility of their most socio-economically vulnerable pupils.'

Rebekah: 'We strongly advocate using the teaching mastery pedagogy to support all children's rights to reasoning experiences. Our research supported us in noticing the impact of ensuring this is purposefully planned and the benefits can lead to an impact in attainment for all (Nunes et al, 2009). Furthermore, we also want to shift teacher's thinking away from mastery being about providing the 'same' experience for all, that actually mastery is about how we use our pedagogical knowledge and understanding to make effective adaptations to experiences to empower equity, and even justice, inside our classrooms.'