



Welcome to our new Newsletter!

Welcome to our new half-termly newsletter! First I'd like to introduce myself, my name is Mark Duxbury and I am the new hub lead for West Yorkshire. I was appointed to the role in January with Tony Staneff now taking on the Senior Hub lead role.

I am excited to be working in the role across our fantastic region. My aim is to engage with all of the schools across Calderdale, Bradford and Leeds and to ensure schools can connect with other schools in their local area enabling them to collaborate and work with one another with the support of West Yorkshire Maths Hub.

We hope that you find the newsletter enjoyable and informative. Please let us know if there is anything you would like to see in the newsletter. We particularly want you to share any successes you've had working with the Hub this year.

Interesting Fact...

As a Hub we have worked with 45% of all schools in Leeds/Calderdale and Bradford to date.

Mastery in Action!

Between 18th March - 29th March, our team of Mastery Specialists have been delivering mastery maths lessons to their regular classes - but with an audience! These Open Classroom events have enabled teachers to see mastery in action and then discuss the features of the lesson in a post-lesson debrief. In all 81 teachers have participated in this way and really enhanced their understanding of what mastery is all about. The Open Classrooms are focussing on how textbooks can be used, how NQTs can take a mastery approach, mastery in Year 6 and how to ensure all children access deeper learning. The Open Classrooms have proved incredibly popular - all 81 places were booked within a day of going live on the Events page of our website www.wymathshub.co.uk. So we are going to offer another opportunity to see the Mastery Specialists in action in June - watch this space for booking information!



Meet The Team:

Team Member: Liam Petitt

I grew up in the midlands but have been settled in West Yorkshire for the past 15 years. My passions are Maths (I really do enjoy all elements of maths), cricket, football, rugby and my three year old boy who is the reason I work four days a week and have adventures one day a week.

For the hub I have run TRGs, which has been a fantastic experience working alongside really talented teachers, and workgroups where I've been involved in some of the best maths conversations ever!

My favourite thing about maths at the moment is the question, "What do you notice?"

Maths Puzzle:

Make 24: Using all of the 4 numbers 2, 2, 11 and 11 along with any of the operations (+, -, ×, ÷) and brackets.



We're Recruiting:

- Applications now being accepted for our 2019 Secondary Mastery Specialist Programme.
- We are looking to work with two Secondary Schools who would like to become Mastery advocates for their schools working with our Secondary Mastery Specialists.



CPD moment...

One of our Mastery Readiness groups were looking at skip counting this week. We discussed how vital skip counting is to aid understanding of multiplication facts. The participants got stuck in and played this game.

Consider... how will this activity develop conceptual and procedural understanding? How could you adapt it for the children you work with?

Skip Counting

Using skip counting in 5's

Five children stand at the front:

- > They put their hands up in turn and the class count.
- > Next they can choose to show one, two or no hands. The class count or say the amount.
- > Next, ask the children to show a multiple, they decide how they're going to show it.

The new inspection framework with Sean Harford, Friday 24 May 2019.

Sean Harford, National Director - Education, Ofsted will join nursery, primary, secondary and special school leaders to explore the proposals for developing the school inspection framework and, as this event is after the closing date for the consultation, initial headlines resulting from the consultation process. This is an excellent opportunity to engage with one of Ofsted's most senior leaders to explore the changes affecting inspection from September 2019.

To book, please follow this link and locate the event:
<https://www.eventbrite.co.uk/o/exceed-scitt-and-teaching-schools-8310978442>



COMING UP:

1 April - Textbook Showcase Event 'Power Maths' and 'Maths No Problem' will be showcasing at this event - **Last chance to book!!**

5 June - Sustaining Teaching for Mastery - Division (Halifax)

25 June - Sustaining Teaching for Mastery - Division (Leeds)

8 July - Teaching for Mastery End of Year Conference

17 June & 24 June - Sustainability on Fluency

Due to the amazing success of our Open Classroom sessions, these will run again in June of this year. All dates once confirmed will be published in our next newsletter and advertised via Facebook, Twitter and the West Yorkshire Maths Hub website.
<https://wymathshub.co.uk/>

NCETM did you know? :

Are you an early years practitioner? Did you know the NCETM has some fantastic resources which are free to access and will support you in EYFS.

You can explore the six main areas that underpin children's learning in early maths here

<https://www.ncetm.org.uk/resources/52500>

The Main Areas of Early Years Maths



There are six main areas that collectively underpin children's early mathematical learning, and which provide the firm foundations for the maths that children will encounter as they go up the years in primary school.

They are:

- > **Cardinality and Counting:** understanding that cardinal value of a number refers to the quantity or 'howmanyness' of things it represents
- > **Comparison:** understanding that comparing numbers involves knowing which numbers are worth more or less than each other
- > **Composition:** understanding that one number can be made up from (composed from) two or more smaller numbers
- > **Pattern:** looking for and finding patterns helps children notice and understand mathematical relationships
- > **Shape and Space:** understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking
- > **Measures:** comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.

Each area breaks learning down in to key ideas within that concept and provides practitioners with a progression document.



Take a look at the progression documents and consider how they will help EYFS practitioners?