

NORMALITY

*The condition of being normal; the state of being usual, typical, or expected.
"the office gradually returned to a semblance of normality"*



WELCOME PIECE FROM SAM SHUTKEVER

Before writing this piece for the newsletter, I thought I'd just quickly present the definition for a word which seems to be lacking in schools at the moment. As part of my Work Groups, I have been lucky enough to speak to so many dedicated and hard-working teachers who I think may have their classroom 'normal' redefined forever! From bubbles closing, to teachers frantically responding to such statements as: 'I can't hear you' or 'my cat has muted my sound and now it won't come back on' (a particular favourite from my year sixes), these past few months have been tricky – a huge understatement.

In spite of this, we have been shocked and delighted at how resilient and supportive the West Yorkshire teaching community have been through this period. Countless teachers and teaching assistants have attended from home when their bubbles have closed; Zoom meetings have replaced face-to-face interactions and the teaching community has quickly adapted to the ever-changing school climate. I, personally, would like to thank everyone who has tweaked plans, hastily arranged cover or given up their own time to join our Work Groups or support their delivery.

We hope that you will be able to access some of our Work Groups and we really look forward to continuing our work with you to ensure that the children of West Yorkshire get the best deal in the coming months and years.

Sam Shutkever
Assistant Maths Hub Lead



MEET THE TEAM: MATT JOHNSON

I currently work at Co-op Academy Grange where I am 2nd in department as well as the Mastery Subject Lead and Mastery Specialist. Over the past 6 years while working at Co-op Academy Grange, I have been developing my practice on various Work Groups ran by different Maths Hubs and I have also completed the NCETM Professional Development course.

Over the past 3 years, my focus has been on developing a mastery ethos within the school where lessons are based on Teaching for Mastery. This has grown from just Year 7 to now Years 7-10 taking part in a Teaching for Mastery approach. I have designed a curriculum that allows units to build up on each other and for students to do fewer units by connecting concepts together. Each unit takes the NCETMs approach of "small steps are easier to take" and allows students to become fluent within a skill by giving them time to talk about the maths and the use of appropriate representations.

From developing my own school's curriculum, I have also developed Teaching for Mastery lessons for the Co-op trust for other schools to use.

In September 2020 I joined the West Yorkshire Maths Hub team so I can further my own professional development and to develop others. From starting my Mastery Specialist journey, I have already learnt so much and have been given plenty of ideas for "food for thought" that I have already started to make short-, medium- and long-term plans to enhance my school's curriculum.

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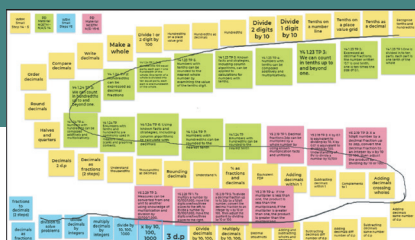
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