



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

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.



WORK GROUP OPPORTUNITIES!

NCP 20-17 Y5-Y8 Continuity

Find out more Sign up!

NCP 20-18 Challenging Topics at GCSE

Find out more Sign up!

NCP 20-19 Supporting Post-16 GCSE

Find out more Sign up!

NCP 20-21 Developing A-Level Pedagogy

<u>Find out more</u> <u>Sign up!</u>

NCP 20-20 Supporting Core Maths

Find out more Sign up!

RIWG Effective Multimedia Learning

Find out more Sign up!

SUSTAINING LAUNCH WEEK

Our Sustaining Launch Week gave a great taster of ideas that schools can collaborate on with their local Mastery Specialist!

Check out our infographic which gives you an insight into the Work Group and stats of the Launch Week:



(Click the image to enlarge)

SUSTAINING WORK GROUP

Our Sustaining Work Groups have officially started after a successful launch week in October. Any school within our region that has previously taken part in our Development and Embedding Work Groups (previously known as TRG's) are eligible to join our Sustaining Work Group – if you would like to sign up please contact us.

The first session looked at the importance of representations used across school and how important consistency and progression of representations are. The session drew on research from the EEF Reports: Improving Mathematics in the Early Years and Key Stage 1 and Improving Mathematics in Key Stages 2 and 3 and the DfE Guidance: Mathematics guidance: key stages 1 and 2, Non-statutory guidance for the national curriculum in England.

Finally, year group teachers from Year 5 and 6 had the opportunity to work with other teachers in different schools to share ideas around planning and used a small step approach to create an s plan focusing on decimals.

Our next set of Sustaining sessions will continue to support and develop maths leaders with specific CPD they can take back into school. It will also provide Year 5 and Year 4 teachers the opportunity to plan and collaborate on Y4/5 specific content.

Sign me up! >>



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By signing up to our mailing list, you are giving us permission to send e-newsletters and hub related communication from West Yorkshire Maths Hub.)

MATHS PUZZLE

How many dates in 2021 will be palindromes if the format of the date is:

- (i) DD/MM/YY
- (ii) MM/DD/YY
- (iii) DD/MM/YYYY
- (iv) if you use the format DD/MM/YY but single digit months like May were written as 5 instead of 05

Share your answers with us on Twitter!

@WYorksMathsHub

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We welcome contributions to both the website and upcoming newsletters! Please feel free to send us an email with news of you or your students' achievements/successes that you'd like to share and any events you would like to be promoted.

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