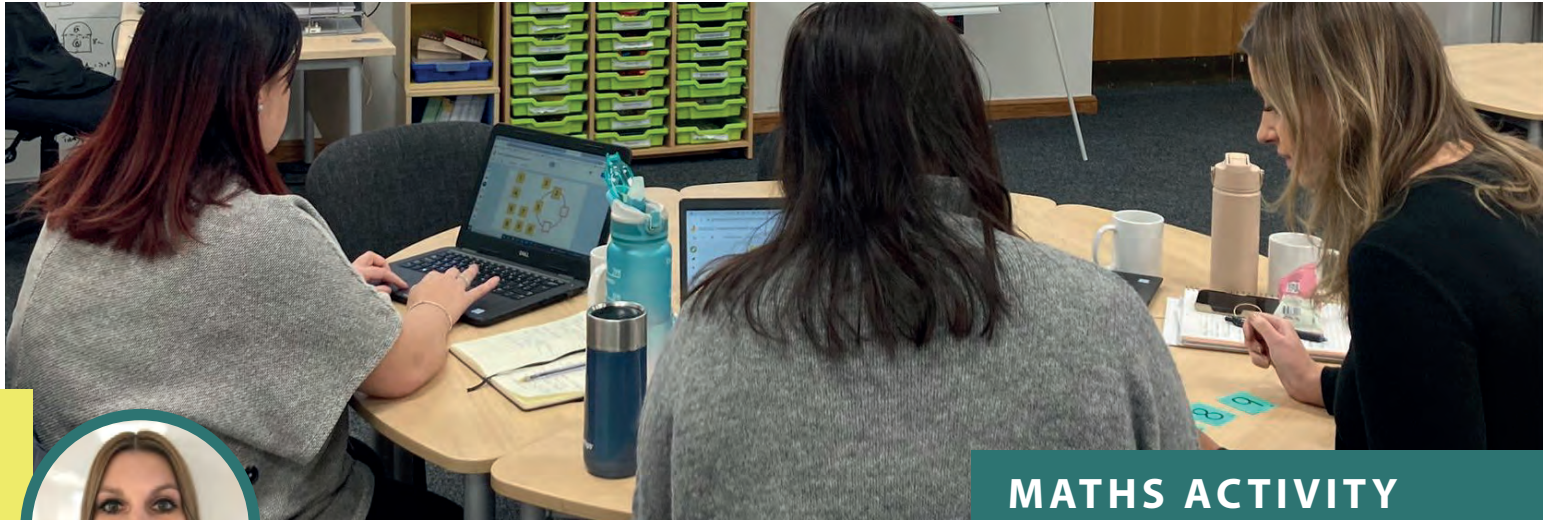


MARCH 2023



POST-16 MATHS FROM CLAIRE

Once again, mathematics is in the news as the government debates making its study compulsory up until the age of 18. At present, about 200 000 students each year pass GCSE Mathematics by the end of year 11 but do not take up some form of Level-3 mathematics course, hence reaching the end of their (formal) mathematical education at 16. The Prime Minister claims England is **“one of the only countries in the world not to require children to study some form of mathematics up to the age of 18”**.

Unsurprisingly, this is not the first time this idea has been proposed. Back in 2011, a taskforce on maths in schools recommended some form of mathematical study be compulsory up to the age of 18. In 2014, a new qualification called Core Maths was introduced, focusing on problem solving and the applications of mathematics to real-life situations. The Core Maths content supports the study of other level 3 qualifications with a strong mathematical component (Science, Geography, Psychology and Economics to name but a few!). It provides an alternative pathway for students having passed GCSE at grade 4 or above who do not wish to study AS or A Level Mathematics. Mr Sunak’s announcement could pave the way for the study of Core Maths to grow rapidly.

What is clear is that this will have a huge impact on post 16 institutions and 11 – 18 secondary schools. Maths teachers are already gold dust, and clearly the extension of maths teaching would necessitate increased staffing as well as the upskilling of existing staff – both of which require additional funding. At the West Yorkshire Maths Hub, for the past number of years, we have been working with post-16 institutions on developing new to teaching Core Maths, as well as working with experienced teachers. If your institution would like to know more about how to develop Core Maths in your setting, get in touch!

Claire Whitworth
Post 16 Lead

MATHS ACTIVITY

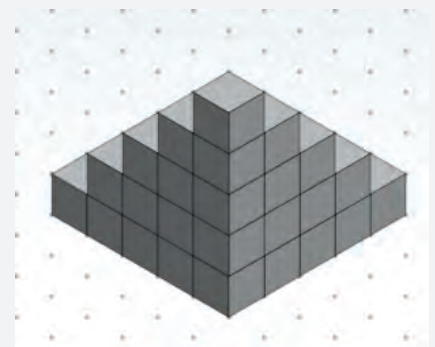
For the prize, I’d like to know the calculations you would do to work out how many cubes are needed to make this shape?

THE PRIZES: Class set of 20 rekenreks or a class set of algebra tiles.
One winner for each prize!

Email you entry to WYMH with ‘Newsletter Competition’ as the header.
wymh@westyorkshiremathshub.co.uk



VIEW ONE



VIEW TWO





MASTERING NUMBER

Over the last 18 months 254 of primary schools in our area have been involved in this successful national project. Over 6000 Primary schools have been involved with the programme nationally. Teachers from early years, year 1 and year 2 at each of the involved schools had PD to support them to implement a daily 10-15 whole class session to develop confidence and flexibility with number and fluency in calculation.

This is what some of our teachers thought of the Mastering Number programme.

"I had a wow moment today with my class! We are currently teaching week 3 in term 1 as we were late to start and I did the activity with the basket of cubes; making 4 adding 1 cube at a time. I asked the children how many times we needed to pass the basket round to make four and they answered correctly. They then said we had 3 cubes and that we needed to pass it round one more time to make four! I'm loving using the slides and the activities with the children and I'm amazed at their ability to reason and give explanations to what they see."

"I am in reception and we love mastering number. The children are noticing amazing things every single day. Yesterday a child who came in September with very broken English confidently showed me with multifix cubes that $4 + 1 = 5$, he then mixed it up to show me $1 + 4 = 5$! I was blown away."

"We now do lots more with our eyes shut and also with our fingers. The children are getting really good at visualising the numbers without seeing them."

If you like to get involved in the fully free Work Group next academic year then Schools that have applied by the end of March will receive a free set of rekenreks. Note we only have a maximum of 40 places available!

MORE INFORMATION



Scan the QR code to watch a youtube video that shows a full lesson on Mastering Number with Early Years!

RECRUITMENT!

Work with us

Secondary Mastery Specialists

We are currently looking to recruit new Secondary Mastery Specialists to work with us from September. This could be last the opportunity to join Tara (Secondary Lead) and her team of Mastery Specialists. Please email wymh@westyorkshiremathshub.co.uk if you like to speak to someone about this opportunity.

MORE INFORMATION

Further Education Mastery Specialist

Brand new for next year is the opportunity to become a Further Education Mastery Specialist. This is a two year professional programme aimed at those who teach GCSE resit mathematics and/or functional skills. Please email wymh@westyorkshiremathshub.co.uk if you like to speak to someone about this opportunity.

MORE INFORMATION

BRAND NEW!

School Development Lead Programme

Are you an expert leaders of maths who is leading change in maths in a school or group of schools? The NCETM programme is specifically designed to enable the leaders of maths school development to enhance leadership capacity and capability in the schools they support. You will be supported through workshops, practice development activities, and an online community to plan, lead and evaluate a school development initiative for a school or group of schools. Apply by 31st March 2023.

MORE INFORMATION

MEET THE TEAM!*Chris Sylge*

Chris is Trinity MAT's Director of Quality & Standards and has acted as the West Yorkshire Maths Hub's Senior Leadership Link since September 2022. We asked him some questions...

What does your role entail?

Ostensibly, the Senior Leadership Link role is about overseeing the Hub's relationship with the NCETM and DfE as laid out in our grant funding agreement, although my "day job" for the Trust is the strategic oversight of school improvement on behalf of the MAT across all the Trust's academies.

How do you pronounce your name?

The pronunciation of my surname is "Sill-ger" – the hard G comes from German – my father, a Berliner, was a refugee to Britain at the end of the second world war.

Are you a mathematician?

I'm afraid not! I studied French and German at Gonville & Caius College Cambridge in the 80s, and my master's degrees are in languages and in educational leadership.

Have you always been a teacher?

I actually started my professional career in publishing and media, working on Robert Maxwell's Graduate Management Training programme, along with four others from Europe and America, – a venture which did not end well for any of us, least of all for him. I then worked for a French media agency handling UK business-to-business advertising accounts until, in my late twenties, I began to query the wisdom of expending all my professional energies trying to sell more chocolate, gin and credit cards, and moved from London to Exeter to do a PGCE under Professor Ted Wragg. I have worked in education ever since – almost thirty years now.

What did you teach?

Languages mostly, but also English, history, PE, General Studies and PSHE, in a variety of secondary schools in Devon, Somerset, Gloucestershire, Kirklees, and Calderdale, culminating in secondary headship in Kirklees. I have also worked as a cross-phase School Effectiveness Officer for Calderdale Local Authority, and as a School Improvement Partner to a number of Trusts. Over the years I don't think there is a subject area that I have not at some point had line management responsibility for in my various school leadership roles.

Is maths your favourite subject now?

Maths has an intrinsic beauty, and is also a wonderful subject for developing abstract thinking as well as people's proficiency in problem-solving and analysis. But I have always been a staunch advocate of curriculum breadth, and of the value added to human development by every one of our subject areas. I love the arts, am fascinated by STEM, and spend much of my leisure time immersed in the humanities.

What's the best thing about your role?

In my MAT role I have the absolute privilege of spending about two days a week visiting primary, secondary and post-16 classrooms in all subject areas, and I cannot begin to enumerate the range of knowledge that I have accrued over the years from being present in those classrooms! Our teachers are fantastic, and I genuinely feel that there has never been a better time to be a pupil than now!

What do you enjoy doing when you are not working?

Mountains, travel, literature and the arts, cycling, singing, and generally putting the world to rights with friends and family over a craft ale or single malt.