



// Children now have a much greater confidence with numbers. //

Primary school maths lead

// It's created a buzz around maths... which is the biggest impact of the programme. //

Primary school headteacher



Teaching for Mastery

Funded opportunities for primary schools

Professional development for teachers and schools is now available in the form of Work Groups in the Teaching for Mastery Programme.

Participation in a Work Group enables a school to start, continue or embed teaching for mastery in maths across the school. Work Groups are fully funded so there is no cost for participation. Thousands of primary schools in England have already become part of this popular programme.



What is involved in being part of a Teaching for Mastery Work Group?

- Join a small group with other teachers from your local area
- Receive expert input from a Mastery Specialist
- Meet regularly, either online or face-to-face
- Share best practice and explore ideas with peer-to-peer support
- Receive bespoke support from the Mastery Specialist
- Lay foundations for the long-term development in teaching for mastery in maths in your school

For more information and to get involved, visit our website or contact your local Maths Hub.

nctm.org.uk/teaching-for-mastery | nctm.org.uk/maths-hubs



Headteachers: Your questions answered

Where would I find the budget to cover teachers being out of school?

These Work Groups are free to join and there may be funding available to contribute to supply costs for teachers involved. Regardless of a school's size or budget, getting involved in a teaching for mastery programme is possible.

Surely I need my teachers in front of the pupils, not out on courses?

Work Groups are much more than a few days of CPD. The time teachers are out of school is far outweighed by the immediate benefits of adopting effective, evidencebased teaching for mastery practices in their classrooms and across school. Much of the activity takes place online and may happen at the end of the school day.

Changes in practice happen more readily, as some of the Work Group time is spent observing and reflecting on classroom practice. The development is about the whole of your school, not just individual teachers.

I'm just not sure about mastery: why would I get involved in something I'm not keen on?

Mastery is not an educational fad or gimmick. The term is simply a label which refers to children doing maths deeply, effectively and efficiently, and already for thousands of teachers, 'mastery' has been a catalyst for deeper thought about their teaching. All teachers want their pupils to be assured and successful mathematicians, and mastery enables this. More information about teaching for mastery can be found at ncetm.org.uk/teaching-for-mastery.

We have already adopted a mastery approach in our school: should we still join a Work Group?

The answer is yes. Your school will benefit, no matter what stage of the journey you are at. Teaching for mastery is not a quick fix: it relies on continued improvement of the quality of teaching. The Work Group will improve both the teaching skills of your staff and their maths subject knowledge, to the benefit of children's learning.

Why haven't I heard about the NCETM or Maths Hubs so far?

Maths Hubs are already working with over 9,000 primary schools nationally, and the NCETM serves those teaching maths in all state-funded schools in England. Hubs are expanding their work all the time, with more teachers and schools signing up to Maths Hubs programmes each year. If you are not yet familiar with their work, visit ncetm.org.uk/maths-hubs to find out all you need to know.

Isn't it a huge cultural change for a school, which would just be too much with everything else we have to do?

Embracing teaching for mastery can involve a cultural shift, but it is one which teachers and schools who have done it so far believe to be completely worthwhile. With the support of your local Maths Hub and Mastery Specialists, mastery can take the teaching and learning of maths at your school to a whole new level.

Covid-19 Recovery



Many positive lessons were learnt from online collaboration during Maths Hubs' activity in 2020/21. These will be built upon in 2021/22. As the impact of the pandemic hopefully recedes, the result for Maths Hubs' work will be a blend of face-to-face activities and frequent online collaboration.