

Early Years & Primary Newsletter

January 2021

Welcome back to a brand new year! We hope you all managed to make the most of the Christmas break despite the difficult circumstances. With the recent announcement from the Government of the new national lockdown, we understand that this term is going to be extremely difficult for teachers and schools.

We wanted to take the time to remind you that we are always here to help and support you in any way we can as a Hub. Please do not hesitate to get in touch to discuss any ways in which we can provide help to you or your school.

This newsletter features Work Groups that still have places available, programmes which are now live on the NCETM to register your interest to take part in for 2021-22 and useful information and resources.

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Coronavirus Update – Face to Face Events

Discussions between the NCETM and colleagues at the DfE have led to the decision that there will be no face-to-face Maths Hubs Network events (workshops, forums etc) for the duration of the spring term.

All of our Work Groups are currently planned as remote sessions and going ahead on Zoom or other online platforms. Participants are keeping in touch centrally via an online programme called 'Basecamp' in which we have had a great response too.

NCETM and Maths Hubs Online Resources – In School and Remote Learning

Materials to support teachers and schools planning and delivering maths teaching in school and remotely at both primary and secondary level are available from the

NCETM. All are accessible from the dedicated [Covid support page](#) on the NCETM website.

For primary schools and teachers, the 180 [primary video lessons](#) produced during the first lockdown are still available. Each lesson has an accompanying teacher guide, and PowerPoint slides of the lesson for teachers to adapt themselves. Please check them out!

There are also resources linked to the DfE guidance published in July 2020. These include [ready-to-use training materials](#), a short introductory [video](#), and a [suite of 79 PowerPoints](#) focusing on the ready-to-progress criteria found in the DfE guidance. Additional training materials addressing [the transition between Year 6 and Year 7](#) are also particularly relevant when pupils in Year 6 have had their maths learning disrupted.

For secondary schools, an evidence-based [guidance document](#) to support discussions about recovery curriculum content and pedagogy is available, along with a series of [‘Planning to teach...’ videos and PowerPoint slides](#) offering advice on teaching crucial KS3 topics. CPD materials include a [one-hour training session](#) to help understand the implications for Year 7 of the DfE primary guidance, and six [Departmental Workshops](#) for any teachers able to engage in collaborative professional development.

Subject Knowledge Enhancement Work Group – Primary Teacher

We have received such a high response of sign ups to our first cohort that we are now able to confirm a second and third cohort for 'The Primary Teacher Subject Knowledge Enhancement Work Group'. This is a project aimed to support primary teachers in developing specialist knowledge for teaching mathematics. Teachers will enhance their maths subject knowledge with an emphasis on the key structures in each mathematical area covered.

If you would like to attend the sessions, please email the Work Group Lead, Judith Copley at judithcopley@clifton-partnership.org.uk

**Deadline to sign up to this Work Group is Friday 15th January 2021.*

Subject Knowledge Enhancement Work Group – Teacher Assistant

We are pleased to announce a further cohort has been confirmed for the 'Subject Knowledge Enhancement for Primary Teacher Assistants Work Group'. Primary teacher assistant SKE is a project which is designed to develop teaching assistants' subject knowledge in maths so they can support children's learning in the classroom and in small intervention groups. Work Groups will explore maths in depth, making connections between topics and concepts.

If you would like to sign up to the next cohort, please email the Work Group Lead Magdalene Lake at mlake@lake-learning.co.uk

**Deadline to sign up to this Work Group is Friday 15th January 2021.*

Register Your Interest – Primary Specialist

There are currently hundreds of Mastery Specialists supporting colleagues in their own schools and beyond to develop mastery approaches to maths teaching. Mastery Specialists are classroom-based practitioners who develop expertise in mastery and lead Work Groups to support other schools and teachers locally.

Each year a selected group of primary teachers complete a programme of professional development to become Mastery Specialists. In every subsequent year, each of these teachers leads a Teaching for Mastery Work Group. This involves working with participant teachers from six or seven primary schools within their Maths Hub area, so that these schools can start to introduce teaching for mastery themselves. [Read more here.](#)

Fill in the expression of interest form [here](#) to receive an email alert when the application form goes live for 2021-22!

Register Your Interest – PD Lead Programme

The Professional Development Lead Programme is the NCETM Professional Development Lead Accreditation and is designed for those who lead professional development for teachers of maths.

This programme is for teachers of maths (all phases from Early Years to post-16) who have existing commitments and responsibility for designing, leading and evaluating maths teacher professional development, and the potential to develop further. [Read more here.](#)

The PD Lead Development and Accreditation Programme is **fully funded** by the Maths Hubs Programme so is **free** to participants and their schools.

Fill in the expression of interest form [here](#) to receive an email alert when the application form goes live for 2021-22!

Early Years Resources on the NCETM Website

The NCETM have launched new Early Years pages on their website:

<https://www.ncetm.org.uk/in-the-classroom/early-years/>

Here professionals can find progressions maps in the 6 areas of cardinality and counting, comparison, composition, pattern, shape and space and measures!

The NEW Early Adopter Mathematics ELGs

'Mathematics developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.'

DfE, Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five EYFS reforms early adopter version July 2020.

The NEW Early Adopter Mathematics ELGs are:

- ELG: Number Children at the expected level of development will: -
- Have a deep understanding of number to 10, including the composition of each number; -
- Subitise (recognise quantities without counting) up to 5; -
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns Children at the expected level of development will: -

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; -
- Explore and represent patterns within numbers up to 10, including

Please note that the term 'Automatically recall' comes from Fasnot and Dolk (2001) authentic recall. Where children recall number facts because they have such a good understanding of the concept of number behind the number facts not because they have been taught to remember the number facts in a rote fashion.

Contacts

If you are interested in finding out more about your school's options please do get in touch.

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