Themes (findings and process)

Possible implications

A high level of support, understanding and commitment to change from Senior Leadership

**Team** is key. Both schools in the case studies had commitment to developing a Teaching for Mastery approach from the Headteacher and Senior Leaders. They described the approach and the work of the Maths Hub network as aligning with their own core principles and values. This meant that it has been possible to sustain engagement through more difficult periods and stress points with the schools. Senior Leaders are committed. and recognise that the change is long term – they are not looking for overnight success and celebrate incremental changes in the department.

What if you don't have the buy-in of the SLT? How can we use the HTA or Advocacy of HTs who have implemented this successfully?

5-8 groups. How do we join all the dots? How can we use the
HTs where they do
have strong advocacy
for the MH
engagement and
programme? Can
they describe impact
on pupils but also on
tchr dev and retention

Maths Hubs can help build capacity for PD. How do we get this message across? Partnership with schools/bespoke programmes and working with School Improvement etc. Planning as a verb not as a noun - how do we support this?

group participants to the rest of the department. Time has been ring fenced to ensure that collaborative plans and lessons are developed to create a coherent curriculum with a detailed sequence of essential content to support pupils' progress, building on prior knowledge and understanding, over time.

How do we support schools who don't have opportunities for collaborative planning? How can we build more of this into the work groups?

Sharing stories of growth in professional development?
Non-specialists or primary teachers who have developed expertise?

Differences of curriculum - focus on collaborative planning for a curriculum?

Impact stories
- can we
gather these?
How will we
use them?

Focus on the quality of collaboration

Planning as a verb not as a noun - how do we support this?

We need to be structured and clear about how to lead productive/powerful collaborative planning- Can we support this by working alongside when they lead it?

Professional learning communities - how do we support this within schools? Have to sell the impact of collaboration how do we do this?

Collaborative planning as a tool for professional development rather than organisation of the curriculum

Encourage HoD to put the theme/focus in one of their objectives in Departmental Plan, link to staff performance management (appraisals) if possible

# Committed and motivated leadership of the department

A strong advocate in a department is key.

Committed individuals who understand the pedagogy and share beliefs in the purpose of the programme are essential in continuing to make changes and develop the work of the department.

Where the individual is supported to make changes by the Senior Leadership Team there is good potential for success, even when faced with barriers and challenges.

For the Maths Hub, sustaining relationships with these individuals is essential in enabling change across the department.

How do we sustain relationships with strong individuals?

succession plan needed How do we shine a light on our Mastery Specialist's/PD Lead schools? How do we support our Mastery Specialists in their own schools

Succession planning in pkace

# Engagement with professional development offered through the Maths Hub helps to create a shared language around <u>pedagogy</u>

Through engagement with the Maths Hub work groups and their own research, Heads of Department were able to articulate clearly their understanding of the pedagogy that supports pupils in their learning and understanding of mathematics. Extending this to the rest of the department, either through the wider Maths Hubprogramme or through their own systems of professional development ensures that all teachers think deeply about the sequencing of the curriculum and lesson design and the impact this has on learners. This enables teachers to develop an understanding of the "why" meaning that sustained change over time continues.

Alignment how do we support this? Making the pedagogy that sits behind the 5 big ideas explicit so that maths leads can talk to SLT about this and make the purpose of these clear.

Aligning the language with that that everyone is using across leadership.

event to get to HT and leaders so they know what learning looks like in maths

#### **Process**

bespoke about where the stories of impact are evaluate the way we evaluate feedback to NCETM on the process

deeper understanding of our impact

### Impact of hub with Primary School(s) in 2022-23. Area of focus:

Statement of impact/ what we observed

Primary school cluster - case study

Evidence of impact/ What we noticed

Look at threads in the case study link to secondary case studies

#### Reflection/ Why this is significant

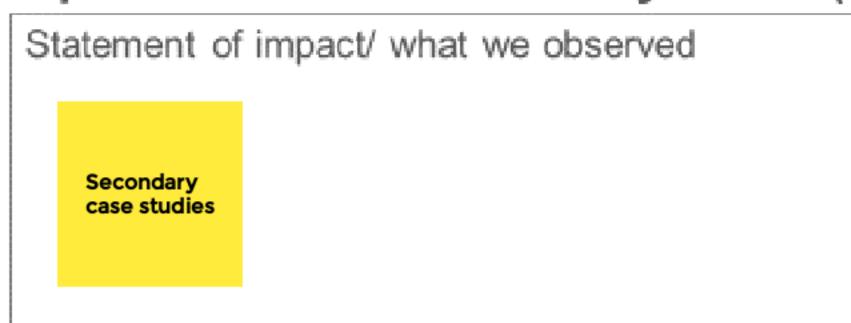
Grouping of schools

Common goals and collective responsibility Focus on the pedagogy

Supporting participants to develop others

Wider impact -professional growth, retention, impact on pupils

## Impact of hub with Secondary School(s) in 2022-23. Area of focus:



Evidence of impact/ What we noticed

Focus sustained work with the hub

Reflection/ Why this is significant

## Impact of hub with Post-16 Institution(s) in 2022-23. Area of focus:

Statement of impact/ what we observed

Yvonne talk to participant in workgroup

Evidence of impact/ What we noticed

Also use Sarah's school case - impact on departments teaching?

Reflection/ Why this is significant

Link with those on case studies who have Post 16

# How has your LLME community contributed to the impact in Primary, Secondary and Post-16 settings in 2022-23?

Statement of impact/ what we observed Evidence of impact/ What we noticed What has the LLME done (individually and specifically relationships with advocates, subject lead, denior leadership team, headteacher? Reflection/ Why this is significant

settings in 2022-23?	
Statement of impact/ what we observed	Evidence of impact/ What we noticed
Reflection/ Why this is significant	
SKTM ECT engagement in the schools that have been engaged in TfM pathway	

How has your SKTM/ ITT activity contributed to the impact in Primary, Secondary and Post-16

How have your System Leadership partnerships contributed to the impact in Primary, Secondary and Post-16 settings in 2022-23? Statement of impact/ what we observed Evidence of impact/ What we noticed GLF RLT case case study study Andrea's Trust?

Reflection/ Why this is significant