

Themes (findings and process)	Possible implications		
<p>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.</p>	<p>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?</p>	<p>5-8 groups. How do we join all the dots?</p>	<p>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</p>
	<p>Maths Hubs can help build capacity for PD. How do we get this message across?</p>	<p>Partnership with schools/bespoke programmes and working with School Improvement etc.</p>	<p>Planning as a verb not as a noun - how do we support this?</p>

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

Succession planning in place

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

Engagement with professional development offered through the Maths Hub helps to create a shared language around pedagogy

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 Hub programme 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:

**Focus -
sustained
work with
the hub**

Statement of impact/ what we observed

**Secondary
case studies**

Evidence of impact/ What we noticed

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

How has your SKTM/ ITT activity 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

Reflection/ Why this is significant

SKTM ECT
engagement in the
schools that have
been engaged in
TfM pathway

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

**RLT
case
study**

**GLF
case
study**

**Andrea's
Trust?**

Evidence of impact/ What we noticed

Reflection/ Why this is significant

