Integral to RISE delivery

MATHS HUBS

BUCKS, BERKS AND OXON

NEWSLETTER

9th October 2026 Issue 1

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Welcome from Jennie Forde

Maths Hub Lead



A very warm welcome to the first BBO Maths Hub newsletter of 2026–27. We hope you, your colleagues and your pupils have had a great start to the new term.

BBO Maths Hub's commitment to equitable mathematics education continues to guide our work this year, reflecting the ambitions of the government's Best Start in Life programme and Every Child Achieving and Thriving white paper. We want every pupil to have the opportunity to access, explore and enjoy mathematics, and we know how important it is to work alongside schools and teachers to make that possible in the classroom.

You'll read about how we can work in partnership with early years teachers and schools to build strong mathematical foundations from the start. We're also thinking about how those foundations can be sustained as pupils move between key stages, so that they can continue to develop their understanding and confidence. Across our programmes, from Early Years to Post-16, we're exploring how teaching can create the best possible opportunities for all children to participate and succeed in maths.

We are also looking ahead this year to the revised national curriculum. As further detail becomes available, we will consider what it means for mathematics with schools and teachers engaged in our programmes.

Our Work Groups offer time and space to consider these questions with colleagues, try out approaches and learn together. If you haven't yet been in touch about working with the Maths Hub this year, please do. We would love to hear about your school's priorities and explore how we can work with you.

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NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS

Multilingual Learners In Mathematics: The Next Phase Of Our Project

By Jennie Forde, Maths Hub Lead



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How can mathematics classrooms make better use of the languages pupils bring with them? During 2025–26, BBO Maths Hub worked with teachers and Dr Jo Skelton of Oxford Brookes University to explore this question through a Research and Innovation project focused on multilingual learners in primary mathematics.

The project connects closely with the Maths Hub's focus on equity: ensuring that all pupils can participate fully in mathematical learning. For multilingual learners, this means thinking carefully about how classroom language can support access to mathematics, while recognising the knowledge and languages pupils already bring. Our aim is for every pupil to have opportunities to explore ideas, reason with others and develop their mathematical understanding.

Teachers engaged with research, trialled strategies in their classrooms and developed case studies from their experiences. The project began with a shift in perspective and semantics: a pupil's developing English need not be seen as a barrier to mathematical learning. Bilingualism and multilingualism should be considered as a strength and as a resource for reasoning, explaining and making connections.

One idea we explored was translanguaging: giving pupils opportunities to draw on more than one language as they make sense of mathematics. For example, a pupil might discuss an idea with a partner in a familiar language before explaining it in English or move between languages when testing an explanation. Research on multilingual learning suggests that knowledge developed through one language can support learning through another. This prompted us to consider how pupils' full linguistic knowledge might help them develop and communicate mathematical thinking.

The teachers' classroom trials included approaches connected to familiar Teaching for Mastery practice, such as representations, structured talk and carefully planned lessons. Their work suggested that supporting multilingual learners does not always require an entirely new set of teaching strategies. Sometimes a small, intentional change creates more room for pupils to process an idea, contribute to discussion or connect mathematical language with a representation.

Our early learning also points to the value of understanding pupils' linguistic profiles: which languages they use, with whom, and for what purposes. That knowledge can help teachers plan opportunities for participation while maintaining high expectations of pupils' mathematical thinking. The first year has given us promising examples but there is lots more to explore further.

Multilingual Learners In Mathematics: The Next Phase Of Our Project

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The case studies developed by teachers are helping to shape a practical toolkit for teachers and teaching assistants. We want the toolkit to bring together relevant research, classroom examples and planning ideas that schools can adapt to their own pupils and settings. In the second year, we hope to work with more schools to trial and refine approaches and add further case studies.

Interested in joining year two?

Schools with an interest in supporting multilingual learners in mathematics are invited to an **Online Information Event on Tuesday 20th October 2026 at 3.45 pm**. Come along to hear more about the project, ask questions and find out more about what taking part could involve.

Scan the QR code or contact **info@bbomathshub.org.uk** to register for the Information Event.



Scan the QR code to register:

For more information about this Work Group, please visit out website via the button below.

MORE INFO

Best Start In Life: Building Strong Foundations In Early Mathematics

By Rachael Odeniyi, Assistant Maths Hub Lead



A new academic year begins, and with it, a focus on the importance of the foundational learning taking place in our Early Year setting within our school community and its ability to promote equity. The foundations for good mathematics are laid early and there are evident gaps that can emerge even before children start in Reception, those of us working in Early Years are no doubt already noticing this in our new cohorts of children! We also know, these gaps have the potential to continue to grow as children progress through school.

Why is this important? **Research** shows that children's mathematical understanding at age five is a strong predictor of later attainment, what we do at this stage to improve outcomes will have an impact. Giving every child the best possible start has become a major national priority: The government's Best Start in Life (BSiL) strategy recognises the importance of the Early Years in shaping children's future outcomes, including their success in maths.

The NCETM has been funded to provide support teachers in this work; the offering through professional development, has been adjusted to reflect this, whether this is through the **Specialist Knowledge for Teaching Mathematics (SKTM) Reception Teachers Programme**, the implementation of whole school programmes such as **KS1 Mastering Number** (or the more bespoke **Targeted Support** to help develop school's capacity). The aim of this professional development to encourage teachers to grow in their practice as "*High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better.*" (Wiliam, 2016)

> *Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.*
>
> **EEF Effective Professional Development 2021**

Best Start In Life: Building Strong Foundations In Early Mathematics

By Rachael Odeniyi, Assistant Maths Hub Lead



The **Specialist Knowledge for Teaching Mathematics (SKTM) Reception Teachers Programme** has been developed to support teachers in this work, replacing the previous SKTM for Early Years. This is a wonderful opportunity designed 'to develop subject and pedagogical knowledge of Reception teachers. 'It helps them understand what maths to teach and how to teach it.' The programme consists of the equivalent of five days of professional development over the year. This includes four workshop days led by the local Maths Hub and the equivalent of one day of asynchronous online learning spread across the year. This programme takes an integrated approach to number and spatial reasoning understanding

It's likely if you are reading this article, you have been on your own journey of professional development with the Hub and are aware of the impact that developing our own expertise can have. Critically, it has the capacity to transform how we teach maths, through a combination of developing our own subject knowledge and pedagogical approaches, which has a direct impact children's learning, the best way to bridge gaps. I've seen this first hand with participants on the SKTM groups I have led previously for Primary teachers and TAs. As we develop a better understanding of how concepts develop, the pre-requisite understanding and sense of number children need, we are better placed to understand the reasons why children struggle and able to reduce gaps and give direction to any intervention.

> *"It has been designed specifically for those working with children at this important stage of learning, and it recognises the unique opportunities and challenges of teaching maths in Reception. It's aimed at Reception teachers, but teaching assistants who work in Reception are welcome to join and attend alongside their Reception teacher colleague. We know that children benefit when all adults working with them have secure mathematical subject knowledge and use consistent approaches to teaching and learning."*
>
> **Sue Evans, NCETM Director for Reception and Early Years**

Mastering Number at Reception and KS1: Having overseen four cohorts of Mastering Number schools, I am struck by the impact of the programme on the whole school community, as it is embedded within the school. Its focus is to improve number sense and fluency of additive facts, foundational understanding for the KS2 mathematics curriculum. Whilst the teaching materials for Number remains the same, the programme has been developed this year, to include Spatial Reasoning material for each year group: in Reception this now forms a full Curriculum. Assessment guidance materials have also been developed, ideas for AfL which further enhances the programme. Each year, reviews from participants reflect the potential impact on the school community, its ability to transform the whole school Reception and KS1 community. The following reflections a few of the many that have seen the change that can happen:

Best Start In Life: Building Strong Foundations In Early Mathematics

By Rachael Odeniyi, Assistant Maths Hub Lead



I love how Mastering Number does not let anyone fall behind. When a child has not understood something, we are able to go back through the concept with them and use the 'connections' and 'further optional experience' sections of the planning to help with this. This year, Year 1 has been on a journey of Continuous Provision too and we have found these sections really helpful in giving us ideas for what we could include in our enhanced provision too.

The Mastering Number programme built on and reinforced my existing understanding of early mathematics and number sense development. The training and resources provided valuable opportunities to reflect on my practice, confirm effective teaching approaches and deepen my understanding of the progression of mathematical concepts in Reception.

Engaging with the materials and professional discussions strengthened my confidence in using manipulatives, mathematical language and intentional teaching strategies to support children's mathematical development.

The programme has encouraged us to slow down, focus on small steps and think more deliberately about how we develop fluency and number sense for all children. Confidence with manipulatives like rekenreks and tens frames is improving, although work is still to be done on using them beyond the Mastering Number sessions.

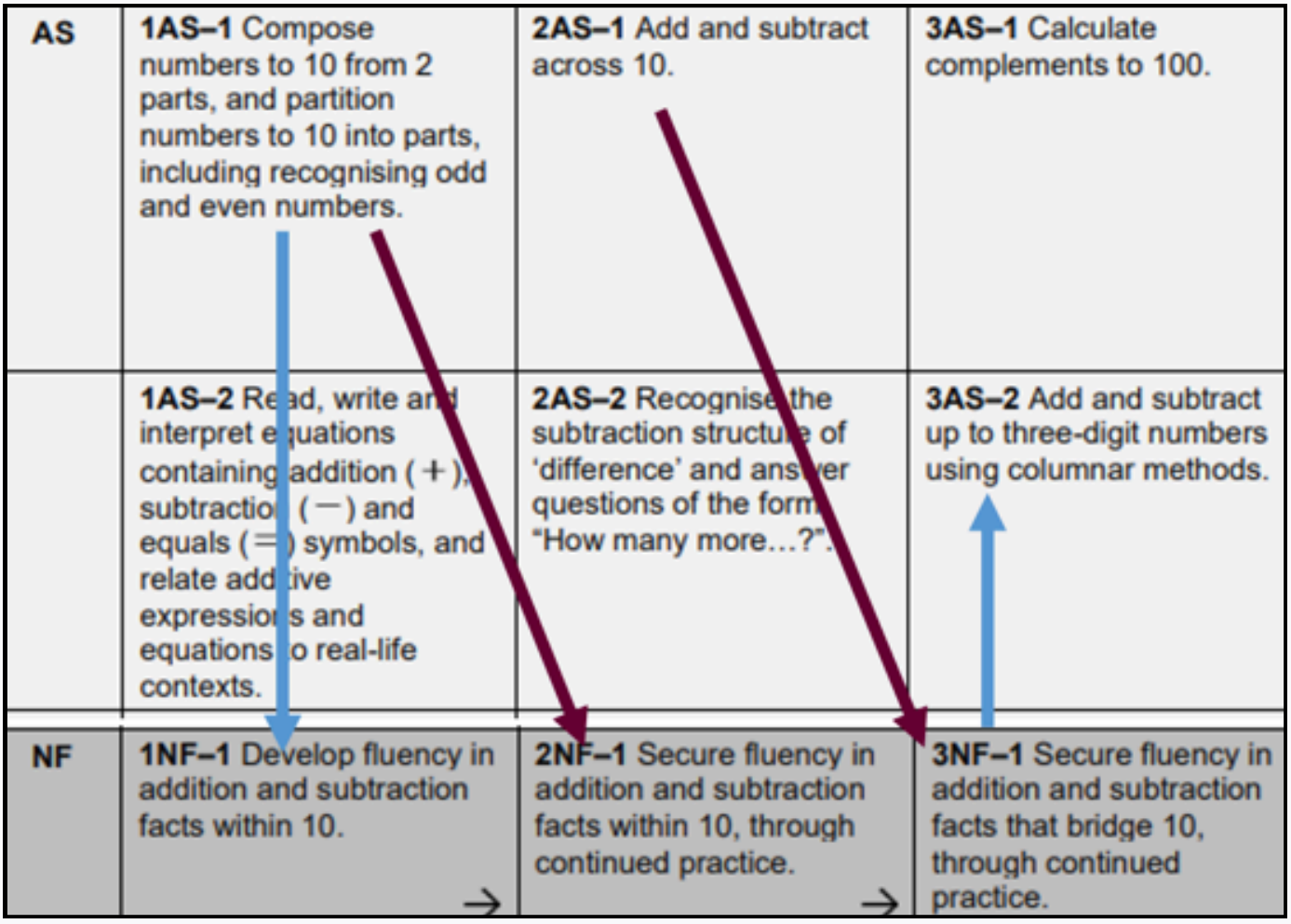
Why Choose To Use Year 3 Mastering Number Materials?

By Emma Parr, Assistant Maths Hub Lead



Mastering Number at Reception and Key Stage 1 gives all children the opportunity to understand the structures and strategies involved in adding any one-digit numbers, but the job is not yet finished.

The 'Ready to Progress' criteria, published within the Maths Guidance by the DfE in 2020, clearly outlines that throughout Years 1 and 2, children are learning addition and subtraction strategies (1AS-1, 2AS-1) with facts within 10 and across 10, before developing factual recall across Years 2 and 3 (1NF-1, 2NF-1, 2NF-1). It is particularly important to note that children are not expected to secure the recall facts that bridge 10 until Year 3.



Many teachers focus on beginning to explore multiplicative facts in Year 3 in preparation for the Year 4 Multiplication Tables Check, but it is vital that additive facts are secured at this stage for all children.

When children arrive in Year 3, they have varying levels of confidence with regards to all of the 'Ready to Progress' criteria in AS1 and NF1, Years 1–3. Children enter Reception with increasingly variable experiences of number, which impacts the speed at which they embed this foundational knowledge. All the Mastering Number programmes are designed to create equity, and the Year 3 programme continues this journey with regards to additive fluency.

Why Choose To Use Year 3 Mastering Number Materials?

By Emma Parr, Assistant Maths Hub Lead



Why is this important?

The mathematics that is needed in everyday life is based on the ability to calculate efficiently and flexibly, reason deeply, and problem solve effectively. Being able to recall additive facts to automaticity reduces cognitive load and allows children to engage with these higher-level thinking skills. This is important for all children, but even more so for those who may experience differences in processing speeds and executive functioning. Reducing the number of steps that require these higher-order cognitive functions allows children to apply them to engage with the extended process required, or to think more deeply about a problem alongside their peers.

Being able to access this foundational knowledge with ease will also be the key to unlocking the Key Stage 2 curriculum and beyond. Children can use this knowledge flexibly and make connections within a wide variety of concepts and processes.

How?

Year 3 Mastering Number builds upon the concepts and structures the children have learnt about in previous years. It does this using the familiar representations (concrete and pictorial), stem sentences and layout of the abstract. This allows all children access to the materials through the retrieval of prior knowledge, supported by consistency of approach.
The materials are designed for use in a Year 3 class but can be used flexibly across Key Stage 2 to secure additive fluency.

Block	Content	No. of sessions*	Ready to Progress Criteria
1	**Securing understanding of the additive relationship**	12	**3AS–3** Manipulate the additive relationship
2	Composition within 5 and related facts	12	**2NF–1** Secure fluency in addition and subtraction facts within 10, through continued practice.
3	Structures within 10: odd/ even; 5 and a bit, and related facts	10	
4	Composition 6 to 10 and related facts	23	
5	Alternative strategies for addition and subtraction within 10	10	
6	**Addition strategies across 10 (doubles and near doubles)**	15	**3NF–1** Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
7	**Addition strategies across 10**	12	
8	**Subtraction strategies across 10**	15	

Blocks 1 and 6–8 are designed to move the whole class's knowledge forward in line with the Year 3 curriculum and the 'Ready to Progress' criteria. Blocks 2–5 have been developed to further secure automaticity within 10. Teachers should use assessment and their knowledge of the children to decide if these blocks should be explored with the whole class or if they would be more suitable as an intervention for certain pupils.

Why Choose To Use Year 3 Mastering Number Materials?



By Emma Parr, Assistant Maths Hub Lead

Whichever way a teacher decides to use them, the materials support all year 3 children to develop stronger fluency, more efficient strategies and greater flexibility, helping them become less reliant on scaffolds and increase capacity to focus on reasoning and problem solving. Year 3 Mastering Number is not simply about catching up with what may not have been secured in Year 2; it is about building on those foundations and supporting all pupils to move forward into the mathematics of KS2 with increasing confidence and independence. Ultimately, this is about equity: ensuring that all pupils have genuine access to ambitious mathematics and the opportunity to think and succeed as mathematicians.

Access to these materials is through engagement with 'Embedding Mastering Number at Reception and Key stage one' which schools should participate in in the second year of implementation or through a Focused Theme as part of a Teaching for Mastery workgroup.

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Don't miss out! Keep in touch with all the latest news and events from BBO Maths Hub.

@bbomaths



Securing Foundations At Year 7: Strengthening Mathematical Understanding

By Sarah Atkey, Work Group Lead



For many students, starting secondary school in September is an exciting fresh start. But for some, it also brings a difficult reality: they are expected to access a secondary mathematics curriculum without having fully secured the mathematical ideas that underpin it.

The Securing Foundations at Year 7 Work Group aims to address this by developing deep, secure understanding of key mathematical concepts. This aligns closely with Ofsted's message from Coordinating mathematical success: the mathematics subject report (2023):

"Some pupils would be better served by studying less, but securely learning more."

The project consists of six high-quality resource decks covering additive relationships, multiplicative reasoning, and fractions. Drawing on key concepts from KS1, KS2 and KS3, the resources give students opportunities to revisit and secure important ideas while developing mathematical language, representations and reasoning.

Although some tasks initially appear straightforward, consistent representations allow the mathematics to develop into increasingly sophisticated ideas. This enables students to build understanding while engaging with mathematics that feels appropriate for the secondary classroom.

The Work Group meets three times a year, focusing on two decks at each session.

- Additive relationships: exploring part-part-whole, composition of 5 and 10, near doubles, and the structure of addition and subtraction.
- Multiplicative reasoning and division: exploring factors and products, the structure of multiplication and the distinction between quotitive and partitive division.
- Fractions: exploring what a fraction represents and developing the foundations needed for future learning.

The Work Group also provides an opportunity for secondary teachers to revisit approaches commonly used in primary mathematics and consider how these can support students in securing their foundations.

A key strength of the project is its flexibility. Last year, schools used the resources in a variety of ways to suit their students and context, including:

- Small-group intervention with SEN / primary-trained teachers.
- Targeted intervention supported by teaching assistants.
- Starter activities with mixed-attainment Year 7 classes.
- Use within lower-attaining Year 7 lessons alongside the existing curriculum.
- Departmental CPD to explore KS1 and KS2 approaches and consider how these could inform secondary teaching.

Securing Foundations At Year 7: Strengthening Mathematical Understanding

By Sarah Atkey, Work Group Lead



The resources can therefore support intervention, classroom teaching and professional development.

Perhaps most importantly, students have responded positively to the approach:

> *I feel happier being in maths because I understand a lot more.*
>
> *The lessons make sense now. I can actually explain what I'm doing. It's fun when we get to use the counters as it feels like a game.*
>
> *I finally understand my number bonds and that has helped with harder maths.*
>
> *I understand my maths lesson now and can see the patterns.*
>
> *I'm GOOD at maths now!*

These comments highlight the impact of giving students the time and opportunity to secure fundamental mathematical ideas.

Interest in this year's Work Group has been very positive, with 10 new schools joining. Our first meeting on 24 September generated lots of discussion and collaboration, particularly around Decks 1 and 2 and the use of the part-part-whole model and bar model.

Everyone left with ideas to try in their own schools, and we look forward to meeting again in December to share experiences, successes and what we have learned.

The NCETM will be offering an online repeat of the first session later in the term (date TBC). This will provide an opportunity for schools that were unable to attend the initial launch to join the programme and engage with the key messages and content from the first session.

Bookings are still open to join this programme from the second session on Friday 4th December. Book your place online via our website.

MORE INFO BOOK NOW

Equitable Education Throughout The Secondary Phase

By Lucy Dasgupta & Olivia Lu, Secondary Work Group Leads

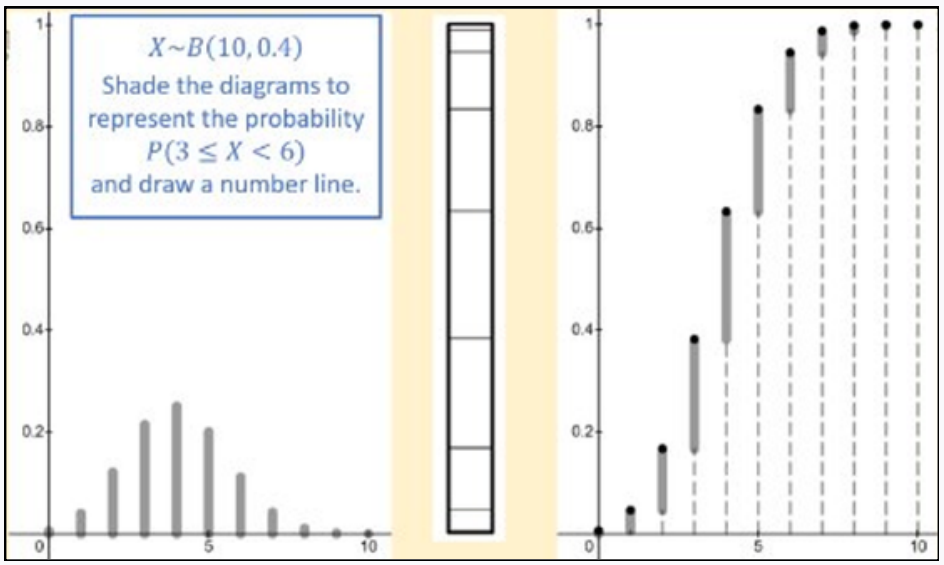




A LEVEL PEDAGOGY WORK GROUP

More schools are now accepting students with GCSE grade 6 to do A Level and the most effective pedagogies to support these students towards success are inevitably those promoted by the mastery approach. The 'Developing A Level Pedagogy' Work Group supports experienced and new A level teachers to further develop their expertise but also provides models to support departmental change and to relate the '5 Big ideas' to A level teaching.

In our first BBO meeting last year, we focused on representations. Rather than just looking at which diagrams we might use, we really focused on where a representation can be used to help reveal underlying mathematical structure. This example shows three different representations that help students understand cumulative binomial probabilities. Each session includes a good chunk of time for participants to plan tasks they can take back to their classrooms. They used representations to support lower prior attaining students understanding of trig and Desmos tasks to help understanding of numerical methods:



Use of Desmos allowed successful planning of a sequence of lessons in which representations were able to be used to strengthen student understanding of numerical methods, particularly why they work.

By using graphic methods, LPA students have a clearer picture of what is going on. They can also link topics such trigonometry and graph transformations.

Our A Level Pedagogy Work Group starts on Wednesday 21st October and takes place at Aureus School, Didcot. Book your place online via our website:

MORE INFO

BOOK NOW

Equitable Education Throughout The Secondary Phase

By Lucy Dasgupta & Olivia Lu, Secondary Work Group Leads





HIGHER LEVEL MATHS ACHIEVEMENT PROGRAMME

Did you know that 74% of high-performers from the richest backgrounds at KS2 go on to get a grade 7-9 in GCSE Maths, only 52% of those from the most disadvantaged backgrounds reach the same level. This needs to change!

The **Higher Level Maths Achievement Programme** aims to address this, by increasing progress for students with high KS2 attainment, in schools with a high proportion of students from disadvantaged backgrounds. This is offered jointly by BBO Maths Hub and AMSP. The benefits of the programme are:

Teacher Professional Development

- Build confidence in teaching the most demanding GCSE content
  - Maths Hub Work Groups designed specifically for this programme
  - Subject and pedagogical development rooted in teaching for mastery
- Practical strategies to stretch previously high-attaining students

Student Activities

- Stretch high-potential pupils and build readiness for Level 3 Maths
  - Focused support on demanding topics and problem-solving
  - School-led GCSE consolidation and revision
- Additional curriculum sessions at out-of-school study days for Year 7, 10 and 11

Bespoke School Support

- Embed high aspirations across the maths department
  - Targeted input from an AMSP Local Lead
  - Support for departmental culture, leadership and progression planning
- Ensuring students from disadvantaged backgrounds are supported throughout their time in secondary school

As a maths department, we have been looking at increasing our percentage of 7+ grades at GCSE:

- *CPD sessions focused on stretching high prior-attainers through problem solving and reasoning.*
- *Study days at local universities participating in sessions designed to make them think and reason.*
- *Following this, the department overhauled its questioning strategy to better drive student engagement and critical thinking.*

MORE INFO

PRIMARY WORK GROUPS

PRIMARY

Primary Teaching for Mastery: Introductory Work Groups

Support for schools beginning their journey implementing teaching for mastery with fidelity.



Join our Teaching for Mastery programme and become part of a professional community dedicated to developing mathematics teaching through collaboration, reflection and engagement with evidence-informed practice. This programme supports schools wishing to develop Teaching for Mastery, providing opportunities to work alongside colleagues from across the region, explore key research and guidance materials, and develop a shared understanding of the principles that underpin effective mathematics teaching.

Teaching for Mastery is developed through sustained professional learning and collaboration. Through participation in the programme, schools will:

- Join a network of schools committed to improving mathematics education.
- Engage with current research, national guidance and evidence-informed approaches.
- Share practice and learn from the experiences of colleagues in other settings.
- Reflect on existing approaches to mathematics teaching and curriculum design.
- Develop a deeper understanding of the principles and practices that underpin Teaching for Mastery.
- Build capacity for ongoing professional learning across the school.

Work Groups will explore and engage with:

- The Five Catalysts for Change.
- The Five Big Ideas in Teaching for Mastery.
- The Essence of Mathematics Teaching for Mastery.
- Evidence-informed guidance, including the EEF Implementation Guidance and current mathematics subject guidance.
- Professional learning materials and resources that support the development of Teaching for Mastery.

Who Should Get Involved?

This programme is designed for schools ready to develop Teaching for Mastery and who are committed to engaging in sustained professional learning. Headteacher engagement is an important aspect of the programme, particularly during school visits and Work Group sessions. Each school will nominate:

- A Maths Lead
- An additional participant who can contribute to and support the school's professional learning journey

If your school is ready to engage with a collaborative professional learning community and develop Teaching for Mastery, please submit an application below. A confirmation email will be sent directly to your Headteacher.

MORE INFO

APPLY NOW

PRIMARY WORK GROUPS

PRIMARY

Specialist Knowledge for Teaching Mathematics: Primary Early Career Teachers



This fully funded programme is designed for teachers in the early stages of their career – specifically those in their second or third year of teaching.

Built to complement the Early Career Framework, this programme offer supports Early Career Teachers (ECTs) in deepening both their subject knowledge and classroom practice.

Over the course of the programme, you'll take part in the equivalent of four days of interactive sessions. Between sessions, you'll apply your learning directly in the classroom by exploring carefully chosen maths tasks.

What Will You Learn?

- Deeper specialist knowledge of primary maths, aligned with Teaching for Mastery principles
- Practical strategies for task and lesson design, tailored to the needs of your pupils
- Greater pupil engagement, as learners begin to explain their thinking with confidence and clarity—evidence of genuine understanding

Book your place online - visit our website:

MORE INFO AND BOOKINGS

Specialist Knowledge for Teaching Mathematics: Reception Teachers



As part of the Best Start in Life strategy, 2026/27 sees the SKTM (Reception teachers and accompanying Teaching Assistants) Programme replace the previous SKTM for Early Years.

This programme is for Reception teachers who would like to develop their specialist knowledge for teaching maths. It would be particularly valuable for a Reception teacher and their teaching assistant colleague to attend the programme together.

This programme will bring together the previous two pathways for Number and Spatial Reasoning in a one-year programme. Participants will attend four days of workshops, and complete four short online asynchronous modules between workshops, totalling the equivalent of one day.

What will you learn?

- Your pupils will be able to communicate their maths and mathematical thinking
- You will explore and increase your use of a range of pedagogic approaches that will support pupils in engaging with and developing their maths
- You will understand how maths opportunities can be developed across all areas and in everyday routines

The SKTM Reception Programme is fully funded by the Maths Hubs Programme, so it's completely free to participating schools. Please note, we will accept applications from more than one participant to attend from a school, e.g., class teacher plus teaching assistant.

MORE INFO AND BOOKINGS

PRIMARY WORK GROUPS

PRIMARY

Specialist Knowledge for Teaching Mathematics: Primary Teachers

Primary Teachers: Number Pathway



The Number Pathway is designed for primary teachers who want to strengthen their expertise in teaching number and arithmetic. It may be particularly valuable if you have recently changed year groups or phase or if you have had limited maths-specific training.

What Is Involved?

- Equivalent of four days of professional learning, spread across at least two terms.
- Ongoing opportunities to apply and refine new approaches in your classroom.
- Collaboration with colleagues to share experiences and reflect in impact.

Bookings are now open. This fully funded Work Group starts on Wednesday 25th November and takes place at St Edburg's CE Primary School, Bicester.

See our website for dates and book your place online:

MORE INFO AND BOOKINGS

Specialist Knowledge for Teaching Mathematics: Primary Teaching Assistants

The TA programme is designed for primary teaching assistants who are supporting maths, and who would like to develop their specialist knowledge for teaching maths.



This may be particularly relevant for new TAs or TAs that have not received maths-specific training.

The project is designed to improve the subject knowledge and pedagogical knowledge for all practitioners supporting the learning of primary maths.

It supports primary teaching assistants who are supporting maths to develop specialist knowledge for teaching maths, to build on the primary maths National Curriculum, and to develop distinct pedagogical decision-making which will impact on their practice when supporting maths. It takes place over the equivalent of four days.

What will you learn?

- Your pupils will positively engage with maths that challenges them
- You will identify common misconceptions and ways of addressing these to help pupils master important concepts
- You will develop an understanding of key principles and approaches associated with teaching for mastery

Bookings are now open. See our website for dates and venues and to book your place.

MORE INFO AND BOOKINGS

SECONDARY WORK GROUPS

SECONDARY

Specialist Knowledge for Teaching Mathematics: Secondary Non-Specialists

This programme is designed to help non-specialist teachers of mathematics in secondary schools build the confidence and expertise they need to teach maths effectively.



Who Can Apply?

This programme is open to non-specialist teachers of mathematics working in state-funded secondary schools. A non-specialist teacher is someone who:

- Has trained in a subject other than maths or trained overseas but meets the UK's QTS requirements.
- Is currently teaching maths, or has a confirmed commitment from their headteacher to teach some maths within the next year.

What Does It Involve?

- Equivalent of six days of professional learning, spread over the year.
- A focus on the specialist knowledge for teaching mathematics – combining subject knowledge with practical teaching approaches.
- Support through a collaborative Work Group model, offering sustained development and ongoing guidance.

What Will You Gain?

- Strengthen your subject and curriculum knowledge of secondary mathematics.
- Explore a range of teaching approaches based on mastery principles.
- Help your students reason, problem-solve, and communicate mathematically with greater confidence.

The SKTM Secondary Non-specialist Teachers Programme is fully funded by the Maths Hubs Programme so is free to participating schools. The first Introductory session takes place online on Tuesday 13th October but it is repeated the following week on the 20th October so there is still time to sign up!

> *I don't have a maths degree and although I can do the maths myself, it is all different from how I was taught. My department has done a lot of work on teaching for mastery and this is helping me make sense of the work the faculty are doing.*

A Secondary Non-Specialist Work Group Participant

MORE INFO

BOOK NOW

SECONDARY WORK GROUPS

SECONDARY

Secondary Teaching for Mastery Work Groups

This opportunity is open to schools in England that have previously participated in a Secondary Teaching for Mastery Work Group, or that have a trained Mastery Specialist within their department.

Each school will nominate two teachers to take part. Participants should be well placed to support and lead change within their maths department.

Participants will work collaboratively with a small group of local schools, led by an experienced Mastery Specialist or Advocate, to embed Teaching for Mastery approaches across their department. Work Groups will include opportunities for lesson observation and joint planning, supporting the development of consistent practice.

This year we are running two Work Groups:

UNDERSTANDING TEACHING FOR MASTERY WORK GROUP

Build your confidence and deepen your understanding of Teaching for Mastery in secondary mathematics. Across three collaborative sessions, explore the Five Big Ideas, share effective practice with colleagues and trial practical approaches in your classroom. Through collaborative planning, reflection and professional discussion, you will develop strategies to strengthen mathematical thinking, reasoning and fluency and support pupils' learning.

Whether you're just beginning your Teaching for Mastery journey or looking to refine your existing practice, this Work Group offers a valuable opportunity to learn, reflect and develop alongside like-minded colleagues.

MORE INFO APPLY NOW

MATHEMATICAL THINKING WORK GROUP

Develop your students' ability to think mathematically, reason clearly and build deeper understanding. Across three days, this collaborative Work Group will explore practical pedagogies that support mathematical thinking, strengthen understanding, reasoning and fluency and ensure all students have equitable access to rich mathematical learning.

You'll work alongside colleagues to share ideas, reflect on classroom practice and develop approaches that can be embedded into planning, teaching and curriculum development.

Open to secondary teachers from schools that have engaged with Teaching for Mastery, this Work Group provides a valuable opportunity to deepen your practice, connect with colleagues and support all students to become confident mathematical thinkers.

MORE INFO APPLY NOW

SECONDARY WORK GROUPS

SECONDARY

Specialist Knowledge for Teaching Mathematics: Secondary Early Career Teachers

This programme is designed for teachers in the early stages of their career – specifically those in their second or third year of teaching.

What Is Involved?

This one-year programme supports early career secondary teachers to develop their specialist knowledge for teaching maths, underpinned by the principles of teaching for mastery.

Participants attend the equivalent of four days of professional development across the year, working collaboratively on maths tasks and exploring pedagogy, lesson design and misconceptions. They also complete school-based tasks, contribute to an online community, and reflect with peers and mentors.

What Will You Learn?

- Strengthen your understanding of effective maths pedagogy.
- Improve your lesson design and questioning.
- Build confidence in adapting your teaching to meet the needs of your students.
- Develop knowledge that aligns with teaching for mastery and the ITTECF

The SKTM Secondary Early Career Teachers Programme is fully funded by the Maths Hubs Programme so is free to participating schools.

This Work Group starts on Thursday 10th December. The first session takes place at St Birinus School, Didcot. Book your place online today!



MORE INFO

APPLY NOW

SECONDARY WORK GROUPS

SECONDARY

Secondary Maths Subject Leaders Community

A CPD community designed specifically for secondary heads of maths.



This community is designed for secondary heads of department and subject leaders in maths. Whether your school is already connected or you're completely new to the programme, you're warmly invited to take part.

Why Take Part?

As a subject leader, you play a central role in shaping teaching practice and improving outcomes for students. This project gives you the chance to:

- Strengthen your understanding of effective approaches to maths teaching.
- Develop your leadership skills and responsibilities.
- Work alongside other leaders to transform maths learning in secondary schools.

What Is Involved?

You'll join a network of like-minded leaders, exploring the latest research and innovations in maths education. Together, you'll share insights, trial new ideas, and apply what you learn to support and inspire your department.

What Will You Gain?

- Build and champion a shared vision and culture for maths teaching and learning.
- Ensure curriculum coherence and strengthen teaching for mastery across your department.
- Develop collaborative approaches that support lasting improvement.
- Grow in confidence and effectiveness as a leader of change.

What Does It Cost?

Participation is completely free!

This year we are running four different groups spread across the BBO Maths Hub region: North Oxfordshire; South Oxfordshire; Berkshire and Buckinghamshire. Please visit our website for all the details.

> *"As a new subject leader last year, I found the community an invaluable resource. Being able to discuss operational challenges with experienced, subject-specialists outside of my setting gave me confidence to deliver in my new role."*

Secondary Subject Leader Community Member

MORE INFO

APPLY NOW

POST 16 WORK GROUPS

POST 16

Developing A Level Pedagogy



This project supports experienced A level teachers to not only further develop their expertise but provide a model to support departmental change.

It is open to established A level Maths teachers who want to deepen their pedagogical understanding. To take part, you must be teaching a current A level Maths group.

The Work Group focuses on strengthening teachers' pedagogical content knowledge, helping you to refine your classroom practice and positively influence A level teaching across your department.
You will:

- Design and trial new classroom activities.
- Share experiences and reflect with peers.
- Explore approaches that improve student understanding and outcomes in A level Maths.

This project is a collaboration between the **Maths Hubs Network** and the **Advanced Mathematics Support Programme (AMSP)**.

This Work Group begins on Wednesday 21st October.
Book your place now on our website.

MORE INFO BOOK NOW

Developing Core Maths Pedagogy



We're inviting experienced Core Maths teachers from schools and colleges who are in at least their second year of teaching the subject.

This Work Group is a chance to collaborate, experiment, and grow as a Core Maths teacher. Together, participants will explore new teaching approaches that strengthen students' open-ended problem-solving skills - an essential aspect of Core Maths.

You'll design and trial engaging classroom activities, then share your experiences and insights with fellow teachers in the group.

This programme is run in partnership with the **Maths Hubs Network** and the **Advanced Mathematics Support Programme (AMSP)**.

- Help your students see the value of maths and statistics in real-life contexts.
- Develop confidence in teaching mathematical concepts through meaningful, problem-solving approaches.
- Identify and make effective use of existing Core Maths resources, including preliminary materials.
- Support your school/college in developing clear ways of communicating and promoting its Core Maths Offer.

This Work Group starts on Monday 16th November.
Book your place now on our website.

MORE INFO BOOK NOW

CROSS PHASE OPPORTUNITIES

CROSS PHASE

Supporting Students To Achieve a L2 Qualification In Maths

This programme is open to teachers of GCSE Maths, GCSE Maths resit, and/or Functional Skills Maths.

Whether you teach in a secondary school, UTC, FE college, Sixth Form college, a school with post-16 provision, or another post-16 setting, you are warmly invited to take part.

What Is Involved?
If you teach students working towards Level 2 maths (up to and beyond age 16), this opportunity is for you. Teachers of Years 10 and 11, as well as those supporting GCSE resit and Functional Skills learners, will explore practical strategies to help students succeed in achieving a Level 2 maths qualification.

Work Groups will focus on transferable approaches rooted in teaching for mastery. You'll take part in three full-day workshops, with opportunities to try out practice-based tasks in between sessions.

What Will You Learn?

- Help your students develop greater confidence and a positive mindset towards maths
- Strengthen your lesson design and pedagogy, with a clear understanding of curriculum sequencing and continuity
- Learn how to use consistent language and representations across key topics to support learner progression
- Build collaborative practices with colleagues across phases, supporting smoother transitions for students continuing their journey towards a Level 2 qualification

This Work Group is fully funded by the Maths Hubs Programme so participation is free. **The first session takes place on Tuesday 3rd November at UTC Oxfordshire.**



MORE INFO

APPLY NOW

CROSS PHASE OPPORTUNITIES

CROSS PHASE

Years 5-8 Continuity

Strengthen the transition from primary to secondary school.



This project is for both primary and secondary schools and is aimed primarily at those who teach and/or have responsibility for the curriculum in Years 5-8. Participants may be subject leaders or teachers with responsibility for transition in a school. They need to be supported to try out different tasks with their students and be released to attend three full-day workshops.

This Work Group may be particularly suitable for linked 'families' of schools: primary, secondary etc. A 'family' could be a secondary school and their associated (feeder) primary schools or groups of schools from within a MAT.

Work Groups in this project focus on curriculum and pedagogical continuity over Years 5 to 8. Participants will collaborate with colleagues from across KS2 and KS3, working on mathematical tasks together and reflecting on the resulting activity and learning.

Sessions will take place in KS2 and KS3 settings, offering the chance to see tasks in the context of a classroom. School-based activities between meetings encourage participants to make use of the resources with their own pupils.

What Will You Learn?

- Your pupils in KS2 and KS3 will demonstrate a positive attitude to maths
- You will make common use of approaches, representations and language across phases
- You will deepen your knowledge and understanding of the curriculum across KS2 and KS3 and the expectations of pupils at the end of each Key Stage
- You and your cross-phase colleagues will collaborate on issues of curriculum and pedagogy as a normal part of your schools' transition practice

The Years 5-8 Continuity project is fully funded by the Maths Hubs Programme so is free to participating schools.

> *"Comparing KS2/KS4 maths questions to see similarities was very thought-provoking. The opportunity to discuss with secondary maths teachers was hugely valuable and has given me lots to consider in my Year 6 teaching moving forward."*
>
> **A Years 5-8 Work Group Participant**

MORE INFO

APPLY NOW

CROSS PHASE OPPORTUNITIES

CROSS PHASE

Targeted Support in Mathematics (ENHANCED)

Support for schools across both primary and secondary phases to develop and embed improvements in maths teaching and learning



Enhanced Support is available to schools that may not yet have the capacity to fully achieve the intended outcomes of the standard Teaching for Mastery offer they are engaged in.

It is designed for schools committed to developing a sustained partnership with their Maths Hub to support long-term improvement in mathematics.

Schools are eligible to apply if they are currently involved in one of the following:

- Primary Teaching for Mastery Work Group
- Secondary Teaching for Mastery Work Group
- Secondary Maths Subject Leaders Community
- Securing Foundations at Year 7

This support is typically recommended by Local Leaders of Mathematics Education (LLME) or school leaders where additional input would help maximise the impact of existing hub activity.

What Is Involved?

Participating schools will receive bespoke support from a Maths Hubs Enhanced Support Partner (ESP). The ESP will work closely with school leaders to:

- Develop a tailored implementation plan for maths.
- Strengthen the school's capacity to manage and sustain change.
- Build a strong, ongoing relationship with the Maths Hub.

Enhanced Support usually includes around three in-school visits across the academic year, with timings and focus tailored to the school's needs. Support may focus on areas such as:

- Planning for specific year groups.
- Developing fluency.
- Effective use of manipulatives.
- Embedding Teaching for Mastery approaches.

Benefits

- School leaders engage in a bespoke development process to identify and address key priorities in maths.
- Teachers develop and refine their practice in targeted areas of teaching.
- Leaders gain a clearer understanding of the foundations needed to successfully implement Teaching for Mastery.

MORE INFO

APPLY NOW

CROSS PHASE OPPORTUNITIES

CROSS PHASE

Targeted Support in Mathematics (INTENSIVE)

Support for leaders to implement change and maximise the impact of Maths Hubs professional development



Intensive Targeted Support is available across both primary and secondary phases. Where appropriate, school leaders can be supported to implement change in Reception to embed effective practice and ensure all pupils have the best start in life.

Who Can Take Part?

Intensive Support is designed for schools that do not currently have the capacity to benefit fully from the standard Teaching for Mastery Programme. This may include schools that have not previously engaged with a Maths Hub, or those looking to re-establish their involvement.

Schools can be referred or apply directly through their local Maths Hub. Selection is based on a range of criteria, including attainment data, Ofsted outcomes, or specific referrals (e.g. PEIA requests). To ensure meaningful impact, schools must be committed to making sustained improvements in mathematics and to developing a long-term relationship with their Maths Hub. This includes a commitment to engage with a Teaching for Mastery Work Group in future years.

What Is Involved?

Participating schools receive bespoke support from a Maths Hub Intensive Support Partner (ISP). The ISP will work closely with school leaders to:

- Build capacity for sustained improvement.
- Develop a supportive culture for maths teaching and learning.
- Plan, implement and evaluate a tailored improvement strategy.

Programme Aims

- Strengthen the school's capacity to lead and sustain change in mathematics.
- Develop effective systems, structures and practices that support high-quality teaching.
- Establish a strong and lasting partnership with the Maths Hub.
- Enable schools to fully engage with Teaching for Mastery approaches over time.

Benefits

- Be supported to implement and sustain improvements in a focused area of maths teaching.
- Develop confidence in evaluating and strengthening their school's maths provision.
- Build a strong foundation for future engagement with Maths Hub programmes.

BEST START IN LIFE

UK Government

MORE INFO

APPLY NOW

OTHER NEWS AND EVENTS

Maths Champions Information Sessions



Become a Maths Champion

Maths Champions is an evidence-based programme that builds staff confidence to support children's early maths development through everyday practice. The aim of the programme is to increase practitioner knowledge, awareness and confidence in supporting early mathematics in order to improve outcomes for children.

Maths Champions is now available to more settings across England through fully funded places, supporting children's early maths development. This includes private, voluntary and independent nurseries as well as maintained and school-based nurseries.

To find our more about this fully funded programme, register for one of four Information Sessions:

REGISTER

OTHER NEWS AND EVENTS

Dyscalculia Network Survey

Dyscalculia Network
Unlocking Numbers

UCL Institute of Education

The Dyscalculia Network (a member of the JMC) is seeking help with distributing a survey to gather important, real-world data about dyscalculia and mathematics difficulties. All educators are invited to contribute, and the goal is for the findings to inform better support for teachers and TAs.

The survey takes about 20 minutes to complete and explores teachers' awareness, training, and confidence in relation to dyscalculia. The findings of this study will be used to inform professional development priorities, and school-level support.

For more information and to take part,
please scan the QR code or click the button below:

REGISTER

Keep up to date!

Keep up to date with the latest news and events from BBO Maths Hub! We share information about our latest opportunities, new events and “behind the scenes” photos of some of our Work Groups and conferences on our social media accounts.

OTHER EVENTS AND EVENTS

Axiom Maths Taught Enrichment Programme

Our research shows that **Year 7 is the hinge point where maths identity is formed**, and self-belief can solidify or slip away. At some time during Year 7, many students go from being bright-eyed and bushy-tailed to being cynical and disengaged. This decline hits all students, regardless of their background.

However, something interesting happens in the summer - more advantaged students rebound. The good news - we have an opportunity to make that happen for all children, not just the more advantaged.

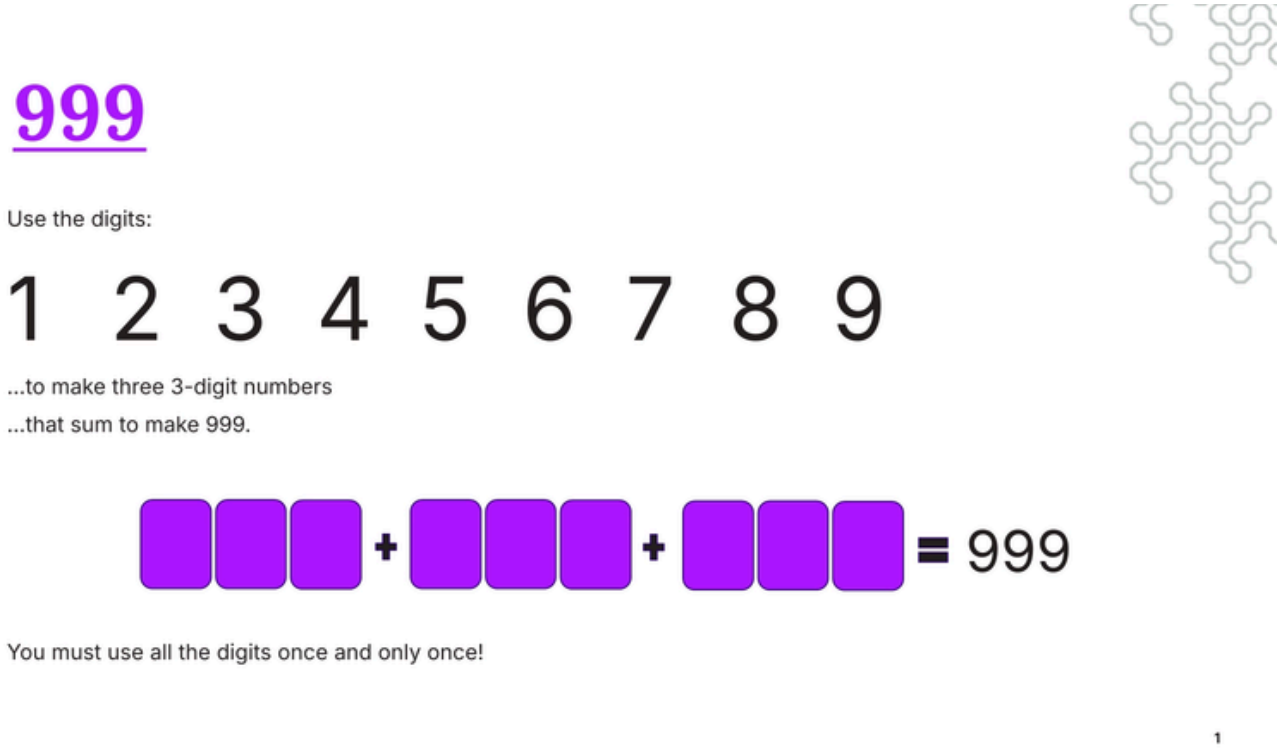
Axiom Maths is a taught enrichment programme that takes pupils beyond the school curriculum through the delivery of maths circles. Maths circles are made up of small groups of pupils who meet weekly to tackle a curriculum of challenging maths problems. This isn't about extra pressure or harder tests. Pupils dive into hard maths purely for the joy of doing so.

In a culture that doesn't always prize maths in the way it should, Axiom pupils join a social group that values and respects their talent, creating a safe space for them to express their interests and feel a sense of belonging.

We offer funding of just under £3,000 a year to contribute to staffing time for this work and we also provide all the resources and training you need, as well as ongoing support to run the programme successfully.

If this sounds of interest, you can **register your interest here**.

Here is a taster of one of our problems:



ALL WORK GROUPS

PRIMARY SECONDARY POST 16 LEADERSHIP

Listed below are links to all of the Work Groups, projects and communities offered by the BBO Maths Hub organised according to whether they are open for applications or accepting expression of interests for 2026-27 or 2027-2028:

Applications Open

Primary Teaching for Mastery – Introductory Work Groups
Primary Teaching for Mastery Work Groups
Specialist Knowledge for Teaching Mathematics – Primary Early Career Teachers
Specialist Knowledge for Teaching Mathematics – Reception Teachers
Specialist Knowledge for Teaching Mathematics – Primary Teaching Assistants
Specialist Knowledge for Teaching Mathematics – Primary Teachers
Supporting Multilingual Learners in Primary Mathematics
Secondary Teaching for Mastery Work Groups
Specialist Knowledge for Teaching Mathematics – Secondary Early Career Teachers
Specialist Knowledge for Teaching Mathematics – Secondary Non-Specialist Teachers
Securing Foundations at Year 7
Developing A Level Pedagogy
Developing Core Maths Pedagogy
Secondary Subject Leaders Community
Level 3 Maths Leadership Community
Years 5-8 Continuity
Supporting Students to Achieve a L2 Qualification in Maths
Higher-Level Maths Achievement
Multi-Academy Trust Maths Leaders Community
Targeted Support in Mathematics (INTENSIVE)
Targeted Support in Mathematics (ENHANCED)

Register Your Interest for 2026/27

Regional ITT Providers Community
NPQLPM - Leading Primary Maths

Register Your Interest for 2027/28

Mastering Number at Reception and KS1
Mastering Number at KS2
School Development Lead
Professional Development Lead
Primary Mastery Specialists
Secondary Mastery Specialists
Post-16 GCSE/FSQ Mastery Specialist Programme

NCETM NEWS AND FEATURES

Working with NCETM NATIONAL CENTRE FOR EXCELLENCE IN THE TEACHING OF MATHEMATICS



How to promote equity in the maths classroom



Primary Round-up - September 2026



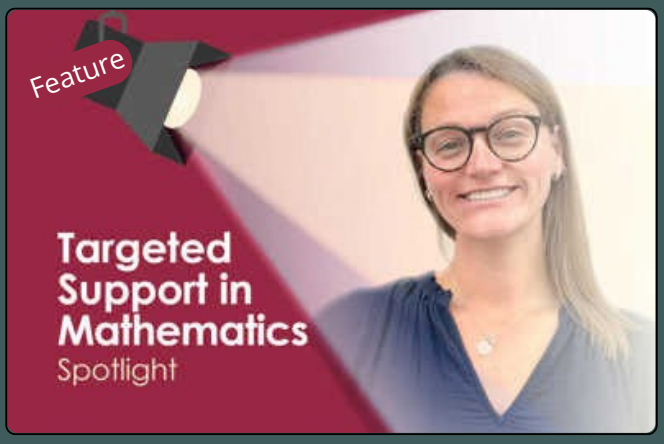
Secondary Round-up - September 2026



What can TIMSS tell us about maths in England?



From KS2 to GCSE: developing fluency in multiplicative reasoning at KS3



TSM Spotlight - Copnor Primary School, Portsmouth