



Raising and Maintaining Standards of Primary Numeracy

Details: Tuesday 26 November 2019

[Hallam Conference Centre, Central London](#)

08:45-16:00

You may wish to bring these along to the event with you

Raising and Maintaining Standards of Primary Numeracy

will be taking place on Tuesday 26 November 2019 at

**Hallam Conference Centre
44 Hallam Street
London
W1W 6JJ**

We ask that all speakers arrive at least 30 minutes before they are due to speak.
You are of course welcome to attend for the full day or any portion of the day should you wish.

Before the day

- If you are using **PowerPoint** please can you endeavour to email this to me by **Friday 15th November 2019**
- It would also be helpful if you could bring a copy of the presentation with you on a USB on the morning of the event as a back-up.
- If you have not done so please send over a short 100 word **biography** for inclusion in our delegate packs by **Friday 8th November 2019**
- I would be grateful if you could provide me with a contact **mobile number** in case I need to contact you on the morning of the event
- Any questions before the event contact me on 0203 770 6656 or via email:
Lauren.powell@insidegovernment.co.uk

Upon Arrival

- For our benefit, when collecting your badge/conference pack at the registration desk, please let the team know that you are a speaker at the forum
- You will be shown the conference room and venue facilities before you begin by a member of our team, if you have any specific requests for the day please make them known at this time
- All PowerPoint presentations will be loaded to our central event laptop before the event begins. You will be shown how to use this before your address but please note all addresses will be delivered from the lectern.
 - To move through your slides please press the down button to move on to the next slide
 - To return to the previous slides (s) please press the up button
 - You will not have to know any further technical details to operate the presentation.

During the Event

- We will have a top table for all of our speakers and the chair
- Following a brief introduction, the chairperson will ask each speaker in turn to deliver their speech from the lectern
- There are scheduled Q&A sessions written into the programme, during which speakers will remain seated at the top table
- During Q&A sessions we will have a member of staff in the room circulating a microphone to audience members who wish to speak
- All speakers will have a fixed microphone at the top table for the purposes of answering questions
- After the Q&A session we will break for refreshments and networking
- We will repeat as above throughout the day
- If you are leaving after your address we ask that you do this during the scheduled breaks. We understand that speakers are very busy and some may need to leave us, leaving during breaks will limit any inconvenience

After the Event

- If you have any requests, remarks or issues with the day please contact me
- Following the forum – and with the permission of each of you – we like to provide delegates with password-protected, online access to all of the presentations
- Roughly one month after the event I will send you some feedback gathered from delegates

Draft Agenda

Please consult

08:45

Registration, Refreshments and Networking

09:30

Chair's Welcome Address

Dr Cosette Crisan, MA Mathematics Education Programme Leader, PGCE Secondary and MA Mathematics Tutor, **UCL Institute of Education** (CONFIRMED)

09:45

Morning Keynote: Supporting Schools and Pupils to Achieve Fluency in Multiplication

- Developing young mathematicians – the need to go beyond procedural fluency and conceptual understanding to ensure pupils are becoming mathematicians, going beyond the requirements of SATs to prepare them better for the future
- The importance of strategic competence and ways to achieve it
- The importance of developing reasoning skills and what those might look like
- Developing a positive disposition towards mathematics – presenting tasks which they want to solve and will not rest until they know the answer

Ems Lord, President, **The Mathematical Association** (CONFIRMED)

10:05

Special Keynote: Whole School Approaches to Teaching, Learning and Understanding Times Tables

- Presenting an overview of an '8 Step Action Research Project', designed by the University of Greenwich and delivered to over 120 Mathematics Leaders, in partnership with the SE London Maths Hub
- Considering consistent and structured pedagogies for the Multiplication Check from Year 1 to Year 4
- Exploring the potential role of the MC for enhancing pupils' ability to acquire deeper, secure and adaptable understanding of multiplicative reasoning
- Using research to discuss and promote best practice pedagogies for teaching Times Tables

Jenny Field, Professor of Mathematics Education, **University of Greenwich** (CONFIRMED)

10:25

Questions and Answers Session

10:45

Refreshments and Networking

11:05

Case Study: Adopting Teaching for Mastery - A Maths Hub Perspective

- Outlining the key principles of teaching for mastery which involves communicating maths skills through the use of everyday objects and images, and developing a common language with which to discuss the subject with pupils
- Explaining how resources are effectively shared across the school and among colleagues within the Hub, and how this encourages a higher standard of teaching and learning
- Highlighting best practice in training teachers and building the confidence of those who are new to the approach, ensuring all share the vision for developing young mathematicians
- Discussing methods for effectively engaging with parents to reinforce a positive learning experience at home, including among EAL families
- Embedding the phrase 'useful misconception' into all lessons so that pupils effectively learn how mistakes can aid the learning process

Lucy Ford, Maths Coordinator, **Elmhurst Primary School** and Member, **North East London Maths Hub** (CONFIRMED)

11:25

Case Study: Delivering Outstanding Maths Teaching to Enhance Pupil Attainment

- Outlining the journey to achieving a higher than average score in maths compared to the national and local authority average, with 93% of pupils meeting or exceeding their expected standard
- Sharing practical methods for effectively teaching maths in a way that ensures pupils gain a deep understanding and ability to use a wide range of mathematical concepts, as noted by Ofsted
- Utilising the mastery approach to teaching and learning mathematics, ensuring progression for all that does not rely on prior attainment, including by encouraging mixed-ability lessons
- Discussing the various assessment methods used to facilitate pupil progress including Headstart, tracking progress in a specific content domain, as well as formative assessment in every lesson

Catherine Hewitt, Headteacher, Angel **Oak Academy** and Executive Headteacher, **David Livingstone Academy** (CONFIRMED)

11:45

Questions and Answers Session

12:05

Lunch and Networking

13:10

Afternoon Keynote: Mandatory Multiplication Checks - The Key Challenges Ahead

- Highlighting the main challenges of introducing mandatory multiplication checks for all Year 4 pupils such as avoiding over-focus on teaching to the test at the expense of the wider curriculum
- Ensuring the voice and input of teachers is incorporated into the development and rollout of the screening by 2020
- Examining how initial teacher training and continuing professional development can be adapted to improve the teaching of multiplication tables and the maths curriculum
- Discussing ways to ensure the design and implementation of the multiplication check does not create disadvantages for pupils with special educational needs such as dyscalculia

Ruth Merttens, Director, **Hamilton Education Trust**, and Patron, **National Association for Primary Education (NAPE)** (CONFIRMED)

13:50

Special Keynote: Ensuring Every Child Succeeds in Mathematics

- Summarising the Primary Mathematics Mastery programme, which provides training and resources for teachers, as well as leadership opportunities, with a view to transform the learning experience for pupils
- Outlining the key components of the programme, and how the growth mindset encourages engagement from all pupils to develop problem-solving skills and ensures accessibility to mathematical thinking
- Discussing how the MTC relates to teaching for mastery, including the challenges and opportunities this form of testing brings

Sara Castledine, Head of Primary Delivery, **Mathematics Mastery** (CONFIRMED)

14:10

Questions and Answers Session

14:30

Refreshments and Networking

14:50

Case Study: Using Innovative Teaching Methods to Improve Outcomes

- Sharing the journey to becoming a Primary Mastery Specialist under the Maths Hubs Programme, and rolling out the mastery approach for all maths teaching across the school
- Looking at international best practice and considering how different approaches to mastery can be embedded into primary school classrooms: Exploring the Shanghai model
- Highlighting how a change of approach in teaching to facilitate deeper thinking and challenge pupils more regularly has led to improved results by the end of key stage 2, with both attainment and progress exceeding both school expectations and national average
- Discussing innovative practical methods for enhancing teaching and learning, including through pair-talk, 'stretch and scaffolding' lessons to encourage all pupils, and engaging with parents to ensure support continues at home

Tom Collins, Headteacher, **St Joseph's Catholic Primary School** (CONFIRMED)

15:10

Case Study:

To be confirmed

15:30

Questions and Answers Session

15:50

Chair's Summary and Close

*Programme subject to change