COLLABORATE EMPOWER EMBED
MATHSHUBS
LONDON CENTRAL AND WEST

Funded by Department for Education

We **COLLABORATE** as a community,
EMPOWER maths educators and support all in their journey
to **EMBED** Teaching for Mastery pedagogy.

Free Support For EYFS & Primary Maths Teachers 2026/27

Maths priorities	What professional development opportunities are available? (local face-to-face and online collaboration with other teachers and experts)	Who is this professional development suitable for?	Time commitment
Focussing on Pedagogy	**Introducing Primary Teaching for Mastery (Phase 1)** Empower your school with a mastery approach, where expert-led Work Groups drive systemic change in mathematics teaching and learning.	Schools new to our Teaching for Mastery journey: the maths lead is encouraged to attend.	6 days + 3 blended visits
	Strengthening Primary Teaching for Mastery (Phase 2) Refine and embed teaching for mastery through collaborative school partnerships, enhancing leadership and teaching practices for lasting impact.	Schools previously engaged in our Teaching for Mastery journey: the maths lead is encouraged to attend.	6 days
Developing Fluency with Number Facts	**Mastering Number: Focusing on Reception and KS1** Support pupils to develop strong number sense from Reception to Year 2 by joining a collaborative Work Group led by teachers from each year group. Teachers, subject leaders and headteachers will work together to embed and share effective practice across schools.	Schools new to Mastering Number: one teacher from each of Reception, Year 1, and Year 2 is required to attend, with the maths lead encouraged to join.	3 days
	Mastering Number: Focusing on Embedding the Impact for Reception and KS1 Deepen the impact of Mastering Number by joining a collaborative online community. Maths leads will explore materials, attend workshops, and support colleagues from Reception to Year 3 to embed teaching effectively.	Schools that have previously engaged with Mastering Number KS1 and participating In TfM Work Groups In 25/26: Maths lead required to attend.	2 days
	Mastering Number: Focusing on KS2 Secure firm foundations in multiplicative relationships by joining a collaborative Work Group. Year 4 and Year 5 teachers will lead the work, supported by maths leads and headteachers to embed strong practice across the school.	Schools participating in TfM Work Groups in 25/26: Lead Teachers from Years 4 and 5 required to attend, and the Maths Lead is encouraged to attend.	3 days
Focusing on the Transition	**Years 5-8 Continuity** Strengthen maths teaching and transition from Year 5 to 8 by joining a collaborative Work Group where primary and secondary teachers explore mastery approaches and develop curriculum continuity together.	Teachers responsible for developing the maths curriculum in Years 5 to 8.	3 days
Developing Specialist Knowledge for Teaching Mathematics	**SKTM: Reception Teachers Programme** Support reception teachers in developing specialist maths knowledge, enhancing teaching for mastery and understanding progression from Foundation Stage to KS1.	Reception teachers. It would be particularly valuable for a Reception teacher and teaching assistant to attend the programme together.	4 days
	SKTM: Primary Teachers Programme Support primary teachers develop specialist maths knowledge, enhancing teaching for mastery with a focus on effective pedagogy and classroom application.	Primary teachers. It will be particularly relevant for individual teachers who have not received maths-specific training.	4 days
	SKTM: Primary Early Career Teachers Programme Support early-career primary teachers to explore maths pedagogy, unpick misconceptions, and apply learning directly in the classroom through expert-led, practical CPD.	Primary teachers in their second or third year of teaching.	4 days
	SKTM: Primary Teaching Assistants Programme Support primary teaching assistants to develop specialist knowledge for teaching maths, complement teaching for mastery approaches, and enhance their impact in the classroom.	Teaching assistants supporting maths, especially those new to the role or without prior maths-specific training.	4 days