

Implementing the Teaching of Mathematics (ITOM) in EY/KS1 & KS2/3



OVERVIEW

While developing secure mathematical understanding is foundational to children's long-term learning and life chances, it is transformative for children from disadvantaged backgrounds. Through a combination of training, practical activities and implementation support, the **Implementing the Teaching of Mathematics (IToM)** programme helps Maths and phase leads and teachers across **EY/KS1** and **KS2/3**.

- explore their maths needs
- build foundational knowledge from Reception – Y1
- understand research evidence on maths teaching
- Support with assessments to inform planning
- use a structured implementation process to embed changes in practice.

WHAT'S IN IT FOR SCHOOLS?

- All staff develop expert knowledge of evidence-based approaches to teaching mathematics
- Curricula, teaching practices and school strategies align with the latest evidence on teaching mathematics
- Improvement work is distributed rather than reliant on a small number of individuals
- Pupils' mathematical attainment improves on standardised measures and qualitative outcomes
- Schools adopt an evidence-informed approach to implementation that supports other aspects of school improvement
- → **Not scheme dependant**
- → **Non-specialist teachers welcome**
- → **whole-school approach**

THE PROGRAMME COMBINES MATHS AND IMPLEMENTATION EXPERTISE

MATHS EXPERTISE

Six online workshops for each phase. Covering a range of evidence-based approaches to maths teaching for specialists/ non-specialists, applicable to any Maths scheme: **EY/KS1 delivered by Sarah Stock**

- Developing foundational mathematical knowledge
- Using manipulatives and representations
- Strengthening practice from Reception - Year 1

KS2/3 delivered by Simon Cox

- Developing problem solving
- Developing mathematical communication
- Using representations and manipulatives
- Making mathematical connections

BOTH:

- Effective use of assessment to support planning
- Strengthening pedagogy and classroom practice



IMPLEMENTATION EXPERTISE

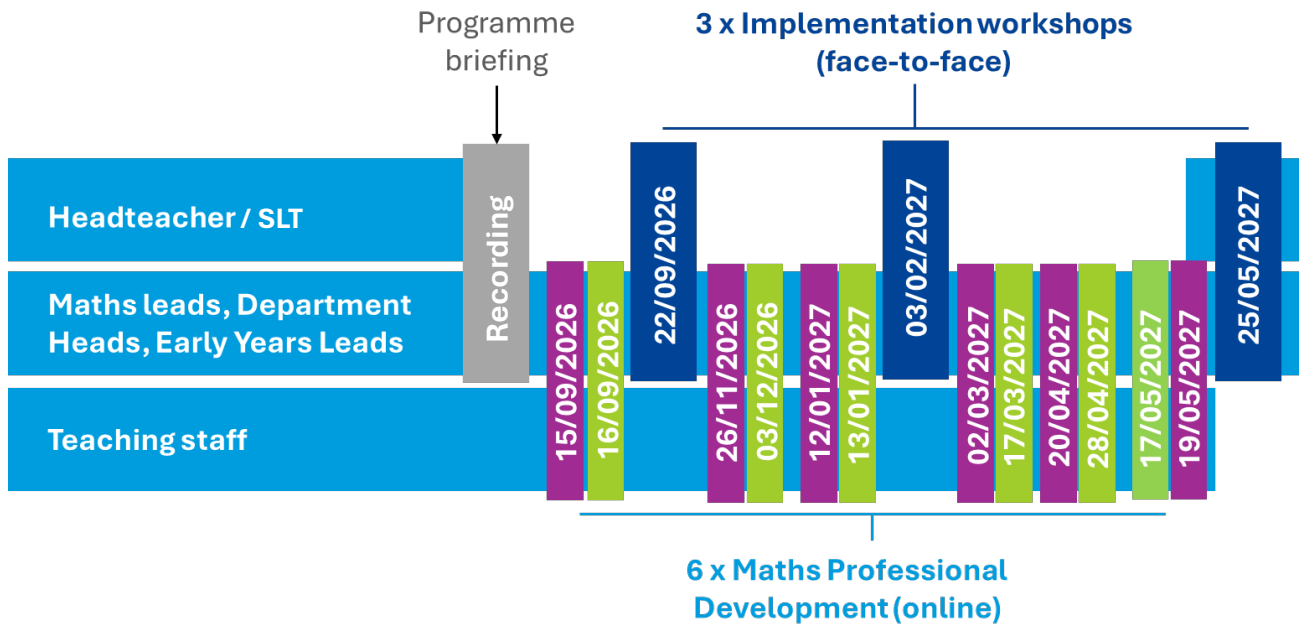
Three face-to-face workshops for **Maths leaders, phase leads and implementation leads** delivered by **Professor Jonathan Sharples and Jon Eaton**.

Ensuring that the decisions schools make about what to implement are informed by a good understanding of pupil needs, current practices and research evidence.

They also support schools to plan and practically prepare for implementation in their settings.

Workshops include bespoke resources and opportunities to collaborate and learn alongside other participating schools.

WHO SHOULD ATTEND WHAT?



MATHS

Sarah Stock leads the training for **EYs/Key Stage 1** and **Simon Cox** leads the training for **Key Stages 2/3**.

Both phase sessions will cover similar core content, tailored to suit each phase.

Training is interactive and practical, for example, by helping teachers build pupils foundational knowledge, explore how to tackle common misconceptions and leaders to navigate implementation pinch points.

Sessions run for 90 mins online (15:30-17:00).

Small schools may wish to attend as a cluster, disseminating training through their own networks.

All webinars will be recorded. Schools supporting across EYs – KS2 may choose to attend one phase live and access the other via the recordings.

➔ **Attended by Maths Teaching staff**

IMPLEMENTATION

These workshops, led by **Jonathan Sharples** and **Jon Eaton**, help leaders oversee and support implementation, applying insights from the *Implementing WELL* programme. Resources include:

- Maths-specific ‘Explore’ tools to identify pupil needs and review current practices
- Common ‘pinch points’ when implementing evidence-based maths teaching
- Methods and measures to monitor implementation

➔ **Attended by Maths Leads, Heads of Department or Early Years Leads, depending on phase**

EVALUATION

WELL is exploring the use of a funded, standardised maths assessment for participating schools to help evidence the impact of the programme.

PROGRAMME LEADERS



Simon Cox

Director, Blackpool Research School



Sarah Stock

Director, Newcastle Research School



Professor Jonathan Sharples

Professor of Evidence-Informed Leadership, Manchester Metropolitan University



Jon Eaton

Director, Devon Research School