

Workshop Information

<i>Workshop No. 1</i>	<i>Title: Taking the long view: developing teaching for mastery across a primary school.</i>	
<i>Presenter/s: Dan Polak, Gail Holmes, Sam Abell</i>	<i>Target phase: Primary</i>	<i>Aim: Information</i>
<p><i>Explanation of the session: Making any change across a school requires a commitment and vision from senior leaders and an understanding that it takes time. Woolacombe Primary School have set out on what they have described as a ten year journey towards a teaching for mastery approach to mathematics across their school. This session will be an opportunity to hear how they are approaching this journey, to consider the key decisions being made in order to aid the journey and how they are involving the whole staff.</i></p>		
<p><i>Delegates should leave with:</i></p> <ul style="list-style-type: none"> • <i>An understanding of how one school is planning to develop a school-wide teaching for mastery approach</i> • <i>Key decisions that need to be made when considering making change in regards to maths teaching across a school</i> 		
<p><i>Presenter résumé:</i></p> <p><i>Dan Polak is a primary mastery specialist and SLE with over ten years' teaching experience. Beginning in secondary education, he now works as a Deputy Head Teacher at Woolacombe School, a National Support School and Teaching School. He occasionally contributes articles to the NCETM magazine and is working across several schools to introduce the use of meaningful infographics to improve mathematical literacy and the interpretation of statistics.</i></p> <p><i>Gail Holmes is the Head Teacher of Woolacombe National Support and Teaching School. She is an SLE with over fifteen years' experience in education. She is an OLEVI facilitator who is currently very active in supporting local teachers from many schools. She is also an advocate of developing the 'whole child' with a rich curriculum based around the 'promise' we give each child as they join her school.</i></p> <p><i>Sam Abell is in his third year of teaching and has been in year one for that time. He has been at the forefront of his school's drive to develop their teaching for mastery approach, having previously participated in pre-teach and lesson-study projects. He has been the ks1 voice of this project and an influential and passionate champion for high standards of dialogic learning from an early stage.</i></p>	<p><i>Presenter photo:</i></p> 	

