

Primary Teaching Assistants

Specialist Knowledge for the Teaching of Mathematics programme

Maths Hub Network
Collaboration Projects
22/23

NCP22-27



Fully funded by the Maths Hubs Programme so is free to participating schools.

Outline

This programme is designed to support primary teaching assistants in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom. It is aimed at primary teaching assistants who are supporting maths, and who would like to develop their specialist knowledge for teaching maths. It is particularly relevant for new teaching assistants and teaching assistants that have not received maths-specific training.

Details

What is involved?

The programme will consider what is effective in the learning and teaching of mathematics and will focus on:

- Number sense (including subitising, counting and place-value)
- Additive reasoning (understand the structures of addition and subtraction and the relationship between them)
- Multiplicative reasoning (understand the structures of multiplication and division and the relationship between them)

The model for these is four face-to-face days. There will be in-school follow up activities including working with focus learners. Schools are encouraged to engage two participants in a group, where possible, to maximise learning and impact. This programme will be available in Devon and in Dorset (venues to be confirmed)

What are the benefits?

Participants will:

- ✓ Understand key elements of mathematics and explore how understanding can be supported, including attending to precise language, structures, and representations.
- ✓ Review their practice, as a result of the sessions, and make specific adaptations to support the pupils they are working with.
- ✓ Use and explore a range of manipulatives to support learners in the classroom.
- ✓ Explore strategies to develop children's mathematical oracy.

The wider context

The Work Groups promote teaching for mastery approaches across the early years and primary age phase to ensure consistency in the pupil experience. This programme will enable teaching assistants to develop both their subject and pedagogical knowledge within the context of teaching for mastery.

Expectations of participants and their schools

School leaders will ensure that teaching assistants will be released to attend the duration of all sessions listed below and will further support participants by ensuring they have adequate time to complete their in-school work following each session.

The teaching assistants will be expected to share their learning with a colleague throughout the duration of the programme (class teacher or maths lead).

Participants will carry out designated activities with focus learners between the sessions. They will then be required to reflect on these activities and feedback at each session.

Workshop details

Workshops will be face to face and led by:

Helen Edginton in Devon and Naomi Kendrick in Dorset.

Workshop 1 – 16/11/22

Workshop 2 – 11/01/22

Workshop 3 – 08/02/23

Workshop 4 – 15/03/23

Link to registration form [here](#).