

Early Career Primary Teachers

Specialist Knowledge
for the Teaching of
Mathematics programme

NCP23-28b



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

Outline

This programme is designed to support the children in early career primary teachers' classes to understand progression in additive reasoning. The programme supports early career teachers to use published resources critically when planning and teaching the learning of addition and subtraction from Reception to Y6 and to use assessment to inform their teaching. It will be relevant for the teachers who took part in the SKTM programme for ECTs last year.

Details

What is involved?

The model for this programme is 8 online PD afternoon workshops with in-school work between these sessions.

Participants will be supported to:

- Use the subject knowledge around numbers and number system from last year's programme with their new class
- Explore subject knowledge and try out tasks that support children to understand addition and subtraction
- Trial adaptive teaching strategies: formative assessment and pre-teaching
- Analyse the impact of these trials and tasks on focus learners
- Reflect on the implications, share thinking and findings

What are the benefits?

Participants will:

- ✓ Actively explore the research question 'How can we support children to understand addition and subtraction?'
- ✓ Enhance their maths subject knowledge with an emphasis on additive structures.
- ✓ Understand key elements of additive reasoning and how conceptual understanding can be supported, including attending to language and representations.
- ✓ Develop strategies to ensure all children access and understand in maths lessons.
- ✓ Review their practice and make specific adaptations to have an impact on pupil outcomes.

The wider context

- Understanding addition and subtraction supports children to make decisions when calculating, therefore concentrating on conceptual understanding of these operations will support the children in the ECT's classes.
- Asking children questions to find out what they understand and then acting on the resulting information is a key part of maths teaching therefore formative assessment is the pedagogical focus for ECTs in this programme.

Expectations of participants and their schools

Schools must be able to commit to the full programme. This involves a total of 8 online afternoon sessions as well as classroom and school-based activity. The sessions include online interaction as a group; collaborative planning of teaching sessions in pairs or trios; teaching of planned sessions with focus learners and the whole class; videoing learning of focus children; and sharing reflections. Participants should also be supported by their school leadership to explore outcomes from the project with their mentor and maths subject leader.

Workshop details

Workshops will be online and led by Stefanie Burke

Workshop 1 – Thursday 28th September 1.00 – 4.00pm (mentor invited 3.00 – 4.00 pm)

Workshop 2 – Thursday 19th October 1.00 – 4.00pm

Workshop 3 – Thursday 16th November 1.00 – 4.00pm

Workshop 4 – Thursday 25th January 1.00 – 4.00pm

Workshop 5 – Thursday 29th February 1.00 – 4.00pm

Workshop 6 – Thursday 21st March 1.00 – 4.00pm

Workshop 7 – Thursday 25th April 1.00 – 4.00pm

Workshop 8 – Thursday 6th June 1.00– 4.00pm (mentor invited 3.00 – 4.00 pm)

Link to expression of interest form here:

<https://forms.office.com/e/ZAcQrGn5BN>