

2019/20 Professional Development Opportunities

Starting before half term:

SEN in a Mastery Context

Whole class teaching is becoming embedded across schools using a teaching for mastery approach. This Work Group will consider models of intervention in a mastery context to ensure that mathematics teaching has maximum impact for all children, with particular reference to pupils with learning difficulties. Teachers and leaders will further their understanding of teaching for mastery by using case studies to inform their practice. Through formative, iterative cycles of design and improvement, teachers will look at the shared development of effective approaches to teaching, learning and formative assessment of mathematics for pupils SEN.

Who is it for?

Schools that have made a commitment to teaching for mastery in their curriculum planning are invited to nominate a teacher for the Work Group. It is recommended that schools have participated in a TRG Teaching for Mastery Work Group, but this is not essential.

[Learn More](#)

Starting in November:

Early Years Supporting Effective transition from Reception to Year 1

Many schools are adopting a teaching for mastery approach in mathematics. The starting point for a school is usually Year 1 and then thought is given as to how the approach is built across KS1 and KS2. Schools naturally want to consider the teaching of mathematics in Reception and how focussed direct teaching can support children's learning to enable a smooth transition into Year 1.

The Work Groups in this project will start by exploring best practice in Early Years and how the principles might build a secure foundation in mathematics for transition into a teaching for mastery approach in Year 1. It will consider the curriculum - what children need to know and understand; approaches to planning and the inclusion of all children; and appropriate resources and contexts for effective learning.

Who is it for?

This project is aimed at schools who are already committed to teaching for mastery and have preferably engaged in a Maths Hub Teaching for Mastery Work Group. A pair of teachers should attend from each school: a Reception teacher who has some experience of teaching maths in the Early Years and the maths co-ordinator within the school. One of the sessions will be aimed at senior leaders within the school, and the head teacher or deputy head will be invited to attend this session.

[Learn More](#)

Mixed Age Planning in the Context of Teaching for Mastery

The project will involve the trialling and reviewing of a range of approaches to deal with the issue of planning for mixed age classes in a mastery context. Participants will explore current work and case studies from the innovation Work Groups which have previously looked at this issue. Teachers will be able to engage with the approaches in their own schools and evaluate the impact on pupils. The Primary Mastery Professional Development Materials will underpin the work and provide a structure for planning.

Who is it for?

Schools that have mixed age classes and have or are participating in a Primary Teaching for Mastery Work Group.

[Learn More](#)

Early Years SKTM - Patterns, Shapes, Space and Measures

This Work Group aims to help F2 teachers improve their mathematical subject knowledge alongside developing understanding of age appropriate pedagogies suitable for Early Years settings. Sessions will have an emphasis on the 'Shapes, Space and Measures' ELG and promote the understanding of relationships through verbalising generalisations and visualising spatial connections (key aspects to developing mathematical thinking). Aligned with the NCETM's Early Years materials, the workgroup will explore the development trajectories of three key areas of early mathematics development: Pattern, Shapes & Space and Measures.

Who is it for?

The programme is available to F2 teachers who would like to develop their subject knowledge for teaching mathematics. The Work Group may be equally pertinent for practitioners new to teaching mathematics in an Early Years setting or more experienced teachers that would like to refresh their knowledge in these areas.

[Learn More](#)

Primary SKTM

This Work Group aims to help primary teachers improve their knowledge of primary mathematics content alongside developing appropriate pedagogic knowledge to help teach pupils well. Sessions will have an emphasis on the 'number' domains of the National Curriculum and understanding the progression in these across KS1 and KS2, with the opportunity to explore the 'trickiest' parts of the curriculum in more detail. The Work Group will look at both supporting children to develop a secure understanding of mathematical concepts and structures, and promoting the three aims of the National Curriculum. Pedagogical approaches explored during the Work Group will be consistent with 'teaching for mastery' and teachers will be supported in continuing to develop a mastery approach in the classroom. There will also be time for teachers to reflect on their own practice and work collaboratively with colleagues.

Who is it for?

Applications are welcome from teachers in KS1 or KS2.

Teachers should be keen to develop their own specialist knowledge for teaching mathematics and be able to lead developments back in school. It may be particularly helpful to recently qualified teachers.

[Learn More](#)

SKTM - Solving Proportionality Problems

This Work Group aims to help primary teachers improve their understanding of proportionality in the primary mathematics curriculum, alongside developing appropriate pedagogic knowledge to help teach pupils well. Sessions will have an emphasis on different aspects of proportionality (including fractions and ratio), with the opportunity to explore strategies for solving problems requiring proportional thinking. The Work Group will look at both supporting children to develop a secure understanding of proportionality concepts and structures, and promoting the three aims of the National Curriculum. Pedagogical approaches explored during the Work Group will be consistent with 'teaching for mastery' and teachers will be supported in continuing to develop a mastery approach in the classroom. There will also be time for teachers to reflect on their own practice and work collaboratively with colleagues.

Who is it for?

Applications are welcome from teachers in Y5 or Y6.

Teachers should be keen to develop their own specialist knowledge for teaching problems involving proportional thinking and understanding. They should also be able to lead developments back in school. This Work Group may be particularly helpful for teachers who have recently moved into Y5 or Y6.

[Learn More](#)

For More Professional Development Work Groups:

For Work Group that begin after November and to find more EYFS and Primary professional development opportunities please visit our [website](#)