

Primary: Mathematics Subject Knowledge Enhancement and Intervention Programme for Teaching Assistants

OVERVIEW

Our Primary Teaching Assistant Subject Knowledge Enhancement & Intervention Programme is designed to develop Teaching Assistants' (TAs) maths subject knowledge so they can deliver high quality intervention sessions to children in Years 4, 5 and 6.

The programme is aimed at TA's who support children with gaps in their knowledge on place value and addition and subtraction. The programme comprises of 20 fully planned and resourced intervention lessons, a pre and post assessment and 6 afternoon training sessions. Although this is designed as 'catch up' intervention, once TAs are trained it could easily be used as 'keep up' intervention for younger children.

WHO IS THIS FOR?

The course is suitable for Primary TAs who support children with their learning of mathematics. We are looking for schools to send two TAs on our training sessions during which they will learn how to deliver intervention lessons in depth and will be provided with a supply of all resources needed. The lessons will very much have a concrete-pictorial-abstract focus which will help children gain a more thorough understanding of basic mathematical concepts.

WHAT IS INVOLVED?

Participants are required to attend **six half-day** training sessions and undertake gap tasks involving delivery of lessons to children.

Dates for training are as follows:

Session One: 15th November 2018 - Introduction to programme and look at research behind concrete-pictorial-abstract approach. TAs will then be trained to deliver first 2 lessons of intervention programme.

Gap Task: Identify children to take part and give them the pre assessment. Teach first 2 intervention sessions.

Session Two: 29th November 2018 - TAs are trained to deliver lessons 3 to 6.

Gap Task: TAs to teach lessons 3 to 6.

Session Three: 13th December 2018 - TAs are trained to deliver lessons 7 to 10.

Gap Task: TAs to teach lessons 7 to 10.

Session Four: 17th January 2019 - TAs are trained to deliver lessons 11 to 14

Gap Task: TAs to teach lessons 11 to 14.

Session Five: TAs are trained to deliver lessons 15 to 18.

Gap Task: TAs to teach lessons 15 to 18.

Session Six: 14th February 2018 - TAs are trained to deliver lessons 19 to 20 and feedback on their experience of the programme.

Gap Task: TAs to teach lessons 19 to 20 and give children post assessment.

All sessions will be held from 1.30pm to 4.30pm.

INTENDED OUTCOMES

TAs will gain:

- A deep understanding of the principles and pedagogies related to teaching for mastery.
- Effective teaching, planning and assessment which support a teaching for mastery approach.
- A set of resources they can use to aid children's understanding.
- Increased confidence in themselves and increased confidence in teaching of mathematics.
- Enhanced subject knowledge with a particular emphasis on progression within key areas of mathematics.
- The skills to become a TA ambassador for teaching for mastery methods in schools and offer advice to teachers and other teaching assistants.

Children involved in the programme will:

- Develop a greater confidence within mathematics.
- Understand more about 'why' something happens.
- Have greater confidence in explaining their reasoning.
- Be able to apply what they have learnt to more problem solving questions and develop a greater confidence when tackling problems.
- Show a positive attitude towards mathematics, enjoy learning the subject and demonstrate a growth mind set.

THE WIDER CONTEXT

Collectively, the network of Maths Hubs across England work on projects around national maths education priority areas. One of those priorities requires Maths Hubs to work in the areas of teacher training and improving subject knowledge of all adults in maths classrooms. Each Maths Hub participating in a national project runs a local Work Group, where teachers come together over a period of time to work on areas defined by the project. All Work Groups are subject to a common evaluation process, which collectively provides a body of evidence on the project's outcomes. Your participation in this Work Group will contribute to your own professional learning, and that of your school colleagues, as well as making a contribution to the improvement of maths education at a national level.

EXPECTATIONS OF PARTICIPANTS AND THEIR SETTINGS

Participants are expected to be working in a classroom environment and/or involved with individual or small group support and intervention. All participants are expected to attend **all** the sessions and **complete gap tasks** in their schools in-between. They will also be asked to keep a learning log for their own use and contribute to the national evaluation process, probably through a short online survey after the Work Group has finished.

FUNDING

The programme will be fully funded through the East Midlands East Maths Hub, however in order to be eligible for this funding it is imperative that participants attend all six days and commit to the gap tasks in between. Please note: We are unable to cover the cost of release time for TAs taking part and reserve the right to charge a non-attendance fee of £15 per session to cover our costs.

WHO IS LEADING THE WORKGROUP?

This workgroup will be run by Kerry Bateman, from Sturton-on-Stow Primary School who is currently a Primary Teaching for Mastery Specialist.

IF I'M INTERESTED, WHAT NEXT?

To reserve your place, please use the link below to our online booking system. For further information please contact Julie Naidu, Maths Hub Administrator, j.naidu@minster.notts.sch.uk tel: 01636 817 377.

BOOK NOW