

Accelerating Maths Programme... Year 3 Course Flyer

East Sussex Local Authority working with The Sussex Maths Hub Primary Lead Team and in collaboration with Newick TSA are offering the following CPD opportunities.

Course	Date	Venue	Time	Course Code
Bar Modelling for UKS2/KS3	Wednesday 12 February 2020	Rye Community College The Grove, Rye, TN31 7NQ	9.45am – 3pm	MA803
<ol style="list-style-type: none"> 1) Build it Draw it; Write it – Problem solving with Bar modelling. Bar models are central to teaching for mastery, drawing on the concrete pictorial abstract (CPA) approach to learning. Suitable for teachers in Upper KS2 and KS3 2) Teachers' content and pedagogical knowledge of the bar model in maths is essential if they want pupils to do well in reasoning and problem solving. This course will explore the progression of bar modelling across upper key stage 2 and 3. Teachers will understand the progression of bar modelling, applied across all year groups from Y5 to Y9 by looking at the four operations in the context of number, fractions and linear algebra. 3) Teachers will develop both their understanding of and teaching skills in using bar modelling as part of teaching for mastery across the different year groups from Y5 through to Y9. Teachers deepen their understanding of how bar modelling can support problem solving across the two key stages so they are confident to use them with the pupils they teach. 4) Led by Laurie Jacques 				
2 Day Bar Modelling course KS1 and Lower KS2	Wednesday 04 March 2020 & Wednesday 18 March 2020	Rye Community College The Grove, Rye, TN31 7NQ	9.45am – 3pm	MA804
<ol style="list-style-type: none"> 1. Build it, Draw it, Write it – Problem solving with Bar modelling. Bar models are central to maths mastery, drawing on the concrete pictorial abstract (CPA) approach to learning. Teachers' content and pedagogical knowledge of the bar model in maths is essential if they want pupils to do well in reasoning and problem solving. This course will explore the progression of bar modelling Reception to Y6. Suitable for Maths Leads in primary schools or KS1 or Lower KS2 who intend to attend both days of the course 2. Teachers will understand the progression of bar modelling, applied across all year groups from YR to Y6 by looking at the four operations in the context of number. Teachers will develop both their understanding of and teaching skills in using bar modelling as part of teaching for mastery across the different year groups from YR through to Y4. 3. Teachers deepen their understanding of how bar modelling can support problem solving across the YR to lower KS2 so they are confident to use them with the pupils they teach. 4. Led by Laurie Jacques 				
Bar Modelling KS1 and Lower KS2	Monday 16 March 2020	Rocks Park Primary School Lashbrooks Road, Uckfield, TN22 2AY	9.45am – 3pm	MA805
<ol style="list-style-type: none"> 1. KS1 and Lower KS2: Build it, Draw it, Write it – Problem Solving with Bar Modelling. Bar models are central to maths mastery, drawing on the concrete pictorial abstract (CPA) approach to learning. A good understanding of how to use the bar model in maths and different bar modelling techniques is essential if you want pupils to do well in their reasoning and problem solving. This course looks at the progression of bar modelling from Year 1 to Year 4 while also offering some content that takes teacher beyond Year 4 for their own subject knowledge. 2. Teachers develop both their understanding and skill in teaching using the bar model as part of maths mastery lessons across the different year groups from Year 1 through to Year 4. Teachers understand the progression of bar model representations that can be applied across year groups by looking at the four operations and fractions. 3. Teachers deepen their understanding of how to teach bar modelling to support problem solving across KS1 and LKS2. They are confident in teaching how to apply bar models in solving problems across different year groups. 4. Lead by Miriam Rhine 				
Bar Modelling Key Stage 2	Monday 30 March 2020	Rocks Park Primary School Lashbrooks Road, Uckfield, TN22 2AY	9.45am – 3pm	MA806
<ol style="list-style-type: none"> 1. Key Stage 2: Build it, Draw it, Write it – Problem Solving with Bar Modelling. Bar models are central to maths mastery, drawing on the concrete pictorial abstract (CPA) approach to learning. A good understanding of how to use the bar model in maths and different bar modelling techniques is essential if you want pupils to do well in their reasoning and problem solving. This course looks at the progression of bar modelling from Year 3 to Year 6. 2. Teachers develop both their understanding and skill in teaching using the bar model as part of maths mastery lessons across the different year groups from Year 3 through to Year 6. Teachers understand the progression of bar model representations that can be applied across year groups by looking at the four operations. Teachers understand how to apply bar models to other concepts such as fractions and ratio. 3. Teachers deepen their understanding of how to teach bar modelling to support problem solving across KS2. They are confident in teaching how to apply bar models in solving problems across different year groups. 4. Lead by Miriam Rhine 				

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Subject Knowledge Enhancement for Teachers of Year 3&4 A 3 day course	Day 1 – Tuesday 14 January 2020	Broad Oak Community Primary School Scotsford Road, Broad Oak, Heathfield, TN21 8UD	1.30pm – 4.30pm	MA800
	1) The first day of a course for Primary teachers in years 3 and 4 who would benefit from developing their knowledge and understanding of the mathematics curriculum to support effective teaching and learning in their classrooms. 2) To develop their mathematical subject knowledge to support effective teaching and learning in years 3 and 4 using the NCETM spines and other resources; to deepen and extend their own subject knowledge in mathematics; explore key strands of the primary mathematics curriculum and consider the implications for teaching and learning; 3) Teachers will understand children’s expected progression in the different strands of the primary mathematics curriculum; know a range of ways to support children to develop an understanding of the different strands of mathematics. 4) Gap tasks will be set. Course leader: Sarah Sipula			
	Day 2 – Tuesday 28 January 2020	Broad Oak Community Primary School Scotsford Road, Broad Oak, Heathfield, TN21 8UD	1.30pm – 4.30pm	AS ABOVE
	1) The second day of a course for Primary teachers in years 3 and 4 who would benefit from developing their knowledge and understanding of the mathematics curriculum to support effective teaching and learning in their classrooms.			
	Day 3 – Tuesday 25 February 2020	Broad Oak Community Primary School Scotsford Road, Broad Oak, Heathfield, TN21 8UD	1.30pm – 4.30pm	AS ABOVE
1) The final day of a course for Primary teachers in years 3 and 4 who would benefit from developing their knowledge and understanding of the mathematics curriculum to support effective teaching and learning in their classrooms.				
Subject Knowledge Enhancement for Teachers of Year 3&4	Day 1 – Tuesday 21 January 2020	Rocks Park Primary School Lashbrooks Road, Uckfield, TN22 2AY	1.30pm – 4.30pm	MA807
	1) The first day of a course for Primary teachers in years 3 and 4 who would benefit from developing their knowledge and understanding of the mathematics curriculum to support effective teaching and learning in their classrooms. 2) To develop their mathematical subject knowledge to support effective teaching and learning in years 3 and 4 using the NCETM spines and other resources; to deepen and extend their own subject knowledge in mathematics; explore key strands of the primary mathematics curriculum and consider the implications for teaching and learning; 3) Teachers will understand children’s expected progression in the different strands of the primary mathematics curriculum; know a range of ways to support children to develop an understanding of the different strands of mathematics. 4) Gap tasks will be set. Course leader: Sarah Sipula			
	Day 2 – Thursday 06 February 2020	Rocks Park Primary School Lashbrooks Road, Uckfield, TN22 2AY	1.30pm – 4.30pm	AS ABOVE
	1) The second day of a course for Primary teachers in years 3 and 4 who would benefit from developing their knowledge and understanding of the mathematics curriculum to support effective teaching and learning in their classrooms.			
	Day 3 – Thursday 27 February 2020	Rocks Park Primary School Lashbrooks Road, Uckfield, TN22 2AY	1.30pm – 4.30pm	AS ABOVE
1) The final day of a course for Primary teachers in years 3 and 4 who would benefit from developing their knowledge and understanding of the mathematics curriculum to support effective teaching and learning in their classrooms.				
Stem Sentences (EAST)	Monday 03 February 2020	Broad Oak Community Primary School Scotsford Road, Broad Oak, Heathfield, TN21 8UD	9am – 3pm	MA801
1) Stem Sentences, Generalisations and Definitions: Mathematical language as a structure to support learning and conceptual understanding. 2) This one-day course, newly developed by the primary mastery specialist team will: <ul style="list-style-type: none"> ○ Provide a rationale for this aspect of teaching for mastery in mathematics ○ Ensure participants understand the difference between stem sentences, generalisations and definitions ○ Ensure participants understand the difference between stem sentences, generalisations and definitions. 3) Participants are able to demonstrate the power of stems sentences and generalisations in conceptual understanding and depth for all. Participants will develop the confidence and skills to use language more effectively in their own classrooms and across their schools. 4) Course leaders, Mastery Co-Leads: Katrina Pounder and Emma Gale				

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Stem Sentences (CENTRAL)	Wednesday 01 April 2020	Manor Primary School Downsview Crescent, Manor Estate, Uckfield, TN22 1UB	9am – 3pm	MA808
<p>1) Stem Sentences, Generalisations and Definitions: Mathematical language as a structure to support learning and conceptual understanding.</p> <p>2) This one-day course, newly developed by the primary mastery specialist team will:</p> <ul style="list-style-type: none"> ○ Provide a rationale for this aspect of teaching for mastery in mathematics ○ Ensure participants understand the difference between stem sentences, generalisations and definitions ○ Ensure participants understand the difference between stem sentences, generalisations and definitions. <p>3) Participants are able to demonstrate the power of stems sentences and generalisations in conceptual understanding and depth for all. Participants will develop the confidence and skills to use language more effectively in their own classrooms and across their schools.</p> <p>4) Course leaders, Mastery Co-Leads: Katrina Pounder and Emma Gale</p>				
Assessment and Greater Depth (EAST)	Monday 13 January 2020	Broad Oak Community Primary School Scotsford Road, Broad Oak, Heathfield, TN21 8UD	9.30am – 3pm	MA802
<p>1) A newly developed one day module with follow up twilight on Assessment & Greater Depth that will enable colleagues to:</p> <p>2) Develop regular accurate assessment that drives the future teaching programme; demonstrate that are they able to plan coherent lessons that reflect assessment information gained to allow all children to have success in their lessons; have strategies to ensure that children are giving clear explanations of mathematical ideas and that they have opportunities to reason at a greater depth and show their understanding in future assessments</p> <p>3) Set exercises for children that allow the children to explore their depth of understanding; enhance mathematics subject knowledge with a particular emphasis on progression and greater depth within key areas of mathematics; understand the key principles to deliver overall effective teaching, planning and assessment which support children to work and be accurately assessed at greater depth within a teaching for mastery approach.</p> <p>4) Course leaders: Jenny Stratton (Sussex Maths Hub Primary Lead) & Sarah Sipula (SLE , Mastery Readiness Lead and Director of Newick TSA)</p>				
Assessment and Greater Depth (CENTRAL)	Thursday 30 January 2020	Newick CE Primary School Allington Road, Lewes, BN8 4NB	9.30am – 3pm	MA809
<p>1) A newly developed one day module with follow up twilight on Assessment & Greater Depth that will enable colleagues to:</p> <p>2) Develop regular accurate assessment that drives the future teaching programme; demonstrate that are they able to plan coherent lessons that reflect assessment information gained to allow all children to have success in their lessons; have strategies to ensure that children are giving clear explanations of mathematical ideas and that they have opportunities to reason at a greater depth and show their understanding in future assessments</p> <p>3) Set exercises for children that allow the children to explore their depth of understanding; enhance mathematics subject knowledge with a particular emphasis on progression and greater depth within key areas of mathematics; understand the key principles to deliver overall effective teaching, planning and assessment which support children to work and be accurately assessed at greater depth within a teaching for mastery approach.</p> <p>4) Course leaders: Jenny Stratton (Sussex Maths Hub Primary Lead) & Sarah Sipula (SLE , Mastery Readiness Lead and Director of Newick TSA)</p>				
Assessment and Greater Depth Twilight Review	Thursday 02 April 2020	Newick CE Primary School Allington Road, Lewes, BN8 4NB	4pm – 5.30pm	MA810
<p>1) A catch up on how things are progressing and a review of any gap tasks.</p> <p>2) Share good practice and solve any problems that have arisen.</p> <p>3) Further develop confidence of teachers in going forward with developing their skills problem solving.</p> <p>4) Course leaders: Jenny Stratton (Sussex Maths Hub Primary Lead) & Sarah Sipula (SLE , Mastery Readiness Lead and Director of Newick TSA)</p>				
New to Maths Subject Leadership	16 th January 2020	Manor Primary School Downsview Crescent, Manor Estate, Uckfield, TN22 1UB	9.30am – 3.30pm	MA811
<p>1) This course is designed for new / newer maths leaders to develop their skills in understanding their role more deeply, particularly with regard to the intent, implementation and impact of maths in their school.</p> <p>2) Maths leaders will be guided to analyse their action plan, their school's vision for mathematics, and the curriculum their children and staff will follow, and how to engage key stakeholders (staff, including senior leaders, children, parents and carers, governors) with these aspects of maths.</p> <p>3) Maths leaders will return to their schools with actionable ideas relating to their action plan, maths vision, curriculum, monitoring and website.</p> <p>4) Pre-course tasks – ensure that maths action plan, vision for maths, and curriculum are in at least draft form, to be brought to the training session. Maths leaders should also have knowledge of the overall school vision and key aspects of the school development plan. The course is being led by James Collinson, an NCETM Primary Teaching for Mastery specialist and NCETM PD Lead.</p>				