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**F&G Primary SCITT TRAINING PLAN**

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| DATE; Spring term 2020 | VENUE; online | | | | STAFF; Kirsten Varney | | |
| SESSION FOCUS: Maths: Planning | | | | | | | |
| TEACHING STANDARDS: TS1, 2, 3, 4, 5, 6 | | | | | | | |
| SESSION OUTLINE: Planning a unit of maths from ‘scratch’  Unpicking how to plan rich mathematical tasks using a mastery approach. | | | | | | | |
| TEACHING & LEARNING STRATEGIES:   * Online learning * Post-task to conduct and reflect upon | | | KEY QUESTIONS:   * How do we create a learning journey? * What is the difference between long, medium and short-term planning? * How does the National Curriculum support the planning process? * What is the difference between mastery and greater depth? * How can this task be adapted and extended? * Which learning opportunities are within this task? * Which probing questions could be used? * Have you included concrete, visual and abstract models to support learning? | | | | |
| BIBLIOGRAPHY:  Outstanding Teaching: Working Backwards (Andy Griffith and Mark Burns)  Teaching for Mastery: Questions, tasks and activities to support assessment. | | | | |
| RESOURCES TO BE PROVIDED:   * Document 1: National Curriculum * Document 2: Hants Learning objectives (year group) * Document 3: Hants Learning objectives (domain) * Document 4: Planning model | | | RECOMMENDED READING FOR TRAINEES including subject knowledge where appropriate:  Outstanding Teaching: Working Backwards (Andy Griffith and Mark Burns)  Teaching for Mastery: Questions, tasks and activities to support assessment. | | | | |
| RECOMMENDED WEBSITE LINKS FOR TRAINEES:  Maths Moodle HIAS (password to be obtained from your school)  Maths Matter Final Report: <https://www.ncetm.org.uk/public/files/309231/Mathematics+Matters+Final+Report.pdf> | | | | |
| HOW HAVE YOU MADE REFERENCE TO OUR CURRENT SCITT AREAS OF FOCUS?  (PLEASE INDICATE BELOW) | | | | | | | |
| PLANNING including how to address possible pupil misconceptions  Focus of training session: sharing, evaluating and creating  Long/medium/short term planning  Learning journey | | BEHAVIOUR MANAGEMENT  Pitching the learning at the right level to engage learners to prevent behaviour issues | | ASSESSMENT  Using assessment tasks to link several domains together to create a rich mathematical task.  Using assessment tasks to create starting points to inform the learning journey | | | Providing for the needs of pupils including SEND, EAL, G&T, disadvantaged (LAC and FSM)  Using the planning template and exploiting all opportunities to adapt the task to differing needs |
| LEARNING OUTCOMES;  *As a result of this session you will*:  - Be more confident in planning a learning journey  -Understand how the maths mastery tasks can be used effectively to create learning opportunities  -Create a sequence of sessions using the maths mastery tasks as a stimulus | | | | | | POST SESSION TASK:  Create 3-week learning journey for your current year group (focus on fractions)  Use an initial task to develop and extend to create more mathematical opportunities. | |