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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?
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| 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](https://www.ncetm.org.uk/public/files/309231/Mathematics%2BMatters%2BFinal%2BReport.pdf)  |
| HOW HAVE YOU MADE REFERENCE TO OUR CURRENT SCITT AREAS OF FOCUS?(PLEASE INDICATE BELOW) |
| PLANNING including how to address possible pupil misconceptionsFocus of training session: sharing, evaluating and creatingLong/medium/short term planningLearning journey | BEHAVIOUR MANAGEMENTPitching the learning at the right level to engage learners to prevent behaviour issues | ASSESSMENTUsing 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.  |