**Maths at College Town 2020-21 Overview**

**INSET Dates (all TBC) + Theme**:

1/9 – Place Value

28/9 – The Four Operations

23/11 – Measurement

4/1 – Fractions, Decimals and Percentages

19/1 – Geometry

**The outline for the INSETs/CPD is as follows:**

PT will give overview of the subject matter including:

* The fundamentals of the subject
* How it fits into whole curriculum
* The variety of fluency
* Useful manipulatives
* Potential, definite or reported gaps from last year

Class Teachers (in collaboration with PT) will then give 10 minute presentation including:

* Year group NC Targets and WR small steps
* Concrete, pictorial and abstract methods and resources they will use to support teaching
* Vocabulary and modelling

**Classroom Arrangements:**

* Children will stay in their classes for maths (mixed-ability)
* For most lessons children will be paired up with a peer tutor
* The CT should focus their support on those children who most need it (this group may well sit outside the ‘mix-ability’ pairs with the teacher taking the role of tutor to a small group)
* The TA (unless assigned as a 1-1) should ‘float’, dealing with issues arising with those children the teacher is not focussed on

**Lesson Organisation:**

* Lessons should begin with ‘Flash Back 4’
* Teachers should read the question on the PP, question, model and discuss them individually (posing it differently or creating a new question with similarities to model with) before the children attempt to answer that question and those like it in their book
* Answers should be shared (through modelling where appropriate) after all children have had the chance to record their learning. The children should mark their answer and any misconceptions should be discussed: any corrections and marking should be in a different colour
* Issues arising with learning (either individual, group or whole class) should be noted on feedback sheets to inform TA afternoon interventions or consolidation work later in the unit
* AfL questions should be used at the end of the small step (WR provide a True or False resource which will help with this) to help with teacher assessment, further questioning is encouraged
* The whole unit should be considered a full body of work – if a small step takes less time than one lesson (and you’ve extended children’s thinking with extensions and discussion problems) then go onto the next small step; conversely if a lesson is unfinished then please complete it the next day before moving on (miss out extension tasks and the like)

**Intervention:**

* If possible, and not to the detriment of the entire group, misconceptions should be dealt with at the time and in in the lesson
* Every single slide should have questions added to deepen and broaden children’s understanding (and to ensure no children are sat waiting for the bulk of the group to finish). You may also feel that further resources are required to ensure challenge in every lesson, please discuss these ideas with me
* Label each small step Red, Amber or Green lesson via the feedback sheet – this will inform which areas you need to come back to and their priority during consolidation
* Each year group need to provide a TA intervention timetable for more serious issues arising in lessons – these should be noted on the feedback sheet. These sessions should be available daily (each afternoon, but can be shared out across the TA team) and children will be taken out as individuals or small groups for more bespoke interventions (a record should be kept – format TBC)

**Timings:**

There is not a White Rose small step for every day in the school calendar and you may feel that some concepts can be condensed into one lesson – therefore there may be some ‘spare time’ in that set aside for a unit. This time should be used in one of three ways (these are in order of importance):

* Consolidating areas where the learning was insecure
* Completing Reasoning and Problem Solving as a class, related to the unit (I See Reasoning/Classroom Secrets Discussion Problems/unused questions from the White Rose Scheme of Learning (there are separate PowerPoints with these collated)
* Complete the End of Block Assessments and use the data to identify remaining gaps

**Assessment:**

White Rose provide End of Unit and End of Term assessments. All children from Y2 upwards will sit the End of Term assessments (Dec/April/July). Individual year groups should discuss and decide whether a specific unit should be assessed formally or via teacher assessments.

**Monitoring:**

As a middle leader I will align with SLT to monitor the outcomes in maths. The purpose of these checks is not to catch anyone out but to ensure quality provision across the school. If you would like to request anything additional for your own development then please ask.

* **Feedback sheets:** Monitoring of feedback sheets will take place as informal conversations. Feedback sheets will vary from teachers to teacher and will be highly personalised, but if we do pick one up to discuss then you should be able to explain what it all means
* **Classroom Observations:** There will be formal and informal classroom observations. Informally it might be one of SLT popping into a lesson. For formal observations you will be made aware in advance that your lesson will be observed as well as the focus of the observation – feedback will be made available afterwards.
* **Book Looks:** As a team we will collaborate to quality check the work in books. This will be supported by samples of books being taken once in a while for a more in-depth look.

**Training:**

There is money available for training. At the moment we are exploring the quality of the White Rose online materials which will hopefully provide a cost-effective solution for most of our immediate training needs (alongside our own programme of INSET). Should you wish to complete one of these course please speak to me. Should you find something alternative that sits outside of these then please come and discuss it with me.