

# Early Career Primary Teachers Phase 2

Specialist Knowledge  
for the Teaching of  
Mathematics programme

## NCP24-28b



Fully funded by the Maths Hubs Programme so is free to participating schools.

## Outline

**This programme** is designed to support the children in early career primary teachers' classes to understand addition and subtraction. The programme supports early career teachers to use published resources critically when planning and teaching the learning of addition and subtraction from Reception to Y6 and to use assessment to inform their teaching. It will be relevant for the teachers who took part in the SKTM programme for ECTs last year.

## Details

### What is involved?

The model for this programme is 7 online PD afternoon workshops with in-school work between these sessions.

Participants will be supported to:

- Use the subject knowledge around numbers and number system from last year's programme with their new class
- Explore subject knowledge and choose assessment tasks to use with their focus children
- Engage in number talks and collaboratively plan these for their own focus children and for their whole class
- Reflect on the implications, share thinking and findings

### What are the benefits?

Participants will:

- ✓ Actively explore the research question 'How can we support children to understand addition and subtraction?'
- ✓ Enhance their maths subject knowledge with an emphasis on early addition and children making decisions.
- ✓ Understand key elements of additive reasoning and how conceptual understanding can be supported through the use of the connective model when planning and teaching: language, images, symbols and contexts.

## The wider context

- Understanding addition and subtraction supports children to make decisions when calculating, therefore concentrating on conceptual understanding of these operations will support the children in the ECT's classes.
- Asking children questions to find out what they understand and then acting on the resulting information is a key part of maths teaching therefore formative assessment is a pedagogical focus for ECTs in this programme.

## Expectations of participants and their schools

Schools must be able to commit to the full programme. This involves a total of 7 online afternoon sessions as well as classroom and school-based activity. The sessions include online interaction as a group; collaborative planning of teaching sessions in pairs or trios; teaching of planned sessions with focus learners and the whole class; showing clips of video of their focus children; and sharing reflections. Participants should also be supported by their school leadership to explore outcomes from the project with their mentor and maths subject leader.

## Workshop details

Workshops will be online and led by Stefanie Burke

Workshop 1 – Thursday 9<sup>th</sup> January 1.30 – 5.00pm (mentor invited 4.00 – 5.00 pm)

Workshop 2 – Thursday 30<sup>th</sup> January 1.30 – 5.00pm

Workshop 3 – Thursday 27<sup>th</sup> February 1.03 – 5.00pm

Workshop 4 – Thursday 20<sup>th</sup> March 1.30 – 5.00pm

Workshop 5 – Thursday 24<sup>th</sup> April 1.30 – 5.00pm

Workshop 6 – Thursday 8<sup>th</sup> May 1.30 – 5.00pm

Workshop 8 – Thursday 12<sup>th</sup> June 1.30– 5.00pm (mentor invited 4.00 – 5.00 pm)

## Link to expression of interest form here:

[Specialist Knowledge for Teaching Mathematics – Primary Early Career Teachers – Apply Now > – Jurassic Maths Hub](#)