

Supporting NQT/RQT Development to Mitigate the Impact of School Closures

NCP18-15



Overview

Amongst the many challenges that the pandemic has brought to school leaders, ensuring that NQT and RQT development is sustained and supplemented to mitigate the impact of school closures on developing specialist subject knowledge for teaching mathematics is key.

In 2020-2021, this support will continue. This work group will deliver subject specific professional development for new teachers who have had their training time cut short due to the pandemic. We will deliver 6 key topics thematically to develop planning, subject knowledge and pedagogical skills that will be transferable across the subject.

Dates

Session 1 – 9th February 2.00pm – 4.30pm

- What makes great maths teaching?
- Plotting the development of fractions across the key stages
- Planning and delivering a sequence of lessons on fractions
- Considering misconceptions and common issues

Session 2 – 11th March 2.00pm – 4.30pm

- Reflection on gap task
- As session 1, for solving linear equations

Session 3 – 22nd April 2.00pm – 4.30pm

- Reflection on gap task
- As session 1, for direct proportion

Session 4 – 11th May 2.00pm – 4.30pm

- Reflection on gap task
- As session 1, for volume

Session 5 – 17th June 2.00pm – 4.30pm

- Reflection on the gap task
- As session 1, for angles in parallel lines

Session 6 – 29th June 2.00pm – 4.30pm

- Reflection on the gap task
- As session 1, for “Face your Nemesis”
- Next steps

Who is this for?

Secondary school RQT and NQT maths teachers. Schools are invited to send more than one participant for the project.

What is involved?

The work group comprises of a six session program delivered across the academic year, focused on classroom practice. The sessions will include: face to face training, activities, gap tasks and reflections to improve practice. Equal emphasis will be placed on developing subject knowledge and pedagogical approaches to support the successful teaching of mathematical concepts.

Intended Outcomes

- Subject knowledge will be enhanced via a short teaching period of each topic by an experienced teacher. This will support subject knowledge development. Reading and additional subject knowledge specific CPD will be provided/signposted throughout the programme.
- The program will be centred around identifying key concepts and developing pedagogical approaches to deliver these concepts successfully. Delegates will be required to deliver their planned lessons in their own school and reflect on how this went.
- The program will include activities where delegates use their own schemes of learning to inform their planning of a sequence of lessons. This will provide the opportunity for delegates to optimise their use of the provided scheme to inform medium and short term planning.
- The program will positively impact pupil outcomes by supporting delegates in breaking down and delivering key mathematical concepts effectively. Training delegates to respond to emerging needs within their classroom to support pupils in maximising their understanding of these concepts and therefore their progress in mathematics.

Expectations of participants and their schools

- Attend the Work Group sessions and carry out a series of follow up tasks within their own classrooms related to teaching the challenging topic being explored.
- Work with other members of their mathematics department, as appropriate to develop the teaching of each topic and learn to apply this practice to all planning.

The wider context

Collectively, the network of Maths Hubs across England work on projects around national maths education priority areas. One of those priorities includes the phrase 'supporting schools and colleges to address the immediate challenge of teaching the 9-1 GCSE.' Each Maths Hub participating in a national project runs a local Work Group, where teachers come together over a period of time to work on areas defined by the project. All Work Groups are subject to a common evaluation process, which collectively provides a body of evidence on the project's outcomes. So, your participation in this Work Group will contribute to your own professional learning, and that of your school colleagues, as well as making a contribution to the improvement of maths education at a national level. This Work Group extends work started in all Maths Hubs in autumn 2016.