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| **NCP23-28a: Specialist Knowledge for Teaching Mathematics (Primary ECT) Programme** | | | |
| **Phase** | Primary | **Strategic goal** | Primary |
| **Project year** | 3 | **Type** | SKTM Programme |

## **NCP23-28a Project details**

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| **Why is this project needed, what does it involve and what are the common features across the intended activity?** |
| This project offers support tailored to the needs of Early Career Teachers to develop as teachers of maths.  The induction process for new teachers has undergone a significant change, with a consistent approach being introduced through a 2-year core framework. Under this framework, ECTs focus on general principles of teaching practice in their first year, and subject-specific aspects in the second year; maths content is limited to one part of this overall offer. This project does not replace the statutory ECT offer but complements it. Maths subject knowledge continues to be an area of development for many practitioners in the primary phase. This project is designed to support ECTs to focus on learning behaviours in the classroom and to notice the range of their maths-specific practices. Phase 1 focuses on a single mathematical area to ensure time is spent on depth, as opposed to breadth, of content.  This programme strikes a balance between developing teachers’ maths subject knowledge and pedagogical content knowledge, alongside classroom practice to support the learning of maths. Phase 1 of this programme focuses on exploring key concepts in the development of number sense and reviewing maths practices such as observing pupils, designing lessons and analysing pupil centred tasks.  Participants will attend the equivalent of up to 4 days of sessions, focusing between sessions on the use of tasks in the classroom; participants share their observations and discuss with peers.  Previous participants have commented that engaging with this programme has enabled them to be part of a vibrant ECT community and the evaluation of this programme identified that:  ‘*This new project is highly valued by Cohort Leads and participants who have appreciated the high-quality PD and support which is making a difference to teachers’ practice. It is already starting to have pupil impact in the classroom.’*  It is anticipated that participants will carry on into Phase 2 after Phase 1, so this project can be viewed as a two-year commitment. |

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| **Who are the intended participants in this project and what is the expected commitment?** |
| Participants will be those identified as Early Career Teachers – teachers in their first or second year of teaching. If participants were unable to engage in their first two years, Maths Hub Leads can consider those in their third year of teaching.  To engage with this programme, participants will need to ensure they are able to attend each session with their local group, ensure that their headteacher supports their attendance, and be prepared to share their learning with their school-based mentor.  Participants will attend the equivalent of up to 4 days of sessions, focusing between sessions on the use of tasks in the classroom; participants share their observations and discuss with peers. Participants will also share expertise through an online community and there is an expectation that they contribute to this. |

## **NCP23-28a Project outcomes**

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| **What are the intended outcomes of this project?** |
| **Pupil outcomes**  Pupils will:   * engage positively with challenging content * use appropriate representations to support their mathematical work * use appropriate mathematical vocabulary to explain their thinking. |
| **Practice development**  Participants will:   * observe learning to identify how children are approaching their maths and review the implications of these observations for their practice * review tasks set to ensure they support learners with developing their mathematical thinking strategies * work with their mentor to engage constructively with colleagues and mentors, sharing with them the professional learning taking place within this programme. |
| **Professional learning**  Participants will:   * enhance their maths subject knowledge with an emphasis on the key concepts, the representations and the language used to help pupils develop number sense * identify common misconceptions and ways of addressing these to help pupils master important concepts * review lessons/lesson sequences to identify how representations have been used to support the learning of the concept * develop an understanding of key principles and approaches associated with teaching for mastery |

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| **How have previous participants/schools benefitted from taking part in this project?** |
| **2021/22 Participant survey responses**  95% agree that the programme has positively changed their professional practice through:   * working one-to-one with a pupil and then analysing with peers; participants found it easier to identify and plan for essential concepts * analysing resources, pre-empting misconceptions, and using different representations of the same problem to support pupil learning * the emphasis on the bigger picture of learning across key stages, and the building blocks and small steps needed for success. * sharing practice in a variety of ways and continually learning from each other e.g. sharing and analysing pupil work. This supports their understanding of assessment and sequencing * the project concentration on core concepts and pedagogies, which enhances a deeper understanding. |