|  |
| --- |
| **NCP23-32: Specialist Knowledge for Teaching Mathematics (Secondary Teaching Assistants) Programmes** |
| **Phase** | Secondary | **Strategic goal** | Secondary |
| **Project year** | 1 | **Type** | SKTM Programme |

## **NCP23-32 Project details**

|  |
| --- |
| **Why is this project needed, what does it involve and what are the common features across the intended activity?** |
| This is a new programme to support teaching assistants develop the specialist knowledge for working within the maths classroom. The programme is aligned with an overall Teaching for Mastery Programme designed to develop maths teaching in schools and is aimed at supporting teaching assistants whose schools are already engaging with a Teaching for Mastery Work Group.There are core materials for all SKTM Programmes, and it is expected that these are used by Cohort Leads as the basis of their programme. This programme’s core materials have been developed, trialled and refined as part of a RIWG in 2022/23. The sessions address key aspects of number, and the programme is designed to be the equivalent of 4 days.Day 1: Addition and subtractionDay 2: Multiplication and divisionDay 3: RatioDay 4: FractionsCohort Leads have the crucial role of bringing these core materials to life with participants, and developing them further to address local need. Cohort Leads will design follow-up tasks to enable practice transfer to the classroom. The programmes should be engaged with across the year (spread out over a minimum of two terms) to allow participants time to develop their practice and evaluate the impact of adaptations made. |

|  |
| --- |
| **Who are the intended participants in this project and what is the expected commitment?** |
| This programme will be relevant for teaching assistants who work for most of their time with students in the KS3 maths classroom or who lead intervention sessions with groups of students. The participants’ schools should already be engaged with a Teaching for Mastery Work Group, and this programme will complement this provision. The programmes will be run over the equivalent of 4 days and the participants must commit to attending all sessions. Participants will develop their specialist knowledge with a focus on using precise mathematical language, representations, and reasoning within each of the topics: addition and subtraction; multiplication and division; ratio; and fractions. In addition to attendance at these sessions, participants will be asked to carry out follow-up tasks in their schools to enable practice transfer to the classroom. |

## **NCP23-32 Project outcomes**

|  |
| --- |
| **What are the intended outcomes of this project?** |
| **Student outcomes**Students will: * demonstrate a positive attitude towards the learning of maths
* think, reason and discuss their maths in order to deepen their understanding.
 |
| **Practice development**Participants will: * review their practice as a result of the sessions and make specific adaptations to support the students they are working with
* use appropriate mathematical language and representations with confidence.
 |
| **Professional learning**Participants will: * enhance their maths specialist knowledge with a particular focus on mathematical structures and representations in each of the following topic areas:
	+ Addition and subtraction (extending to negative numbers)
	+ Multiplication and division (extending to negative numbers)
	+ Ratio
	+ Fractions
* work towards developing their understanding of how to suitably adapt resources to meet the needs of their students
* develop an understanding of how algebra relates to the generalisation of number.
 |

|  |
| --- |
| **How have previous participants/schools benefitted from taking part in this project?** |
| *This is a \*new\* programme* |