

<p>Deepening and Supporting: Differentiating Learning in Maths (KS1&2)</p> <p>[Whole Day]</p> <p>Laurie Jacques (Canterbury)</p> <p>Janine Blinko (London)</p>	<table border="0"> <tr> <td>Date</td> <td>Venue</td> <td>Ref:</td> </tr> <tr> <td>14th Nov '18</td> <td>Canterbury Innovation Centre</td> <td>PC5</td> </tr> <tr> <td>1st Feb '19</td> <td>ETC, The Hatton, London</td> <td>PL5</td> </tr> </table> <p>Timing: 9.15am (Registration) – 3.00pm</p> <p>Cost: £170 + VAT</p>	Date	Venue	Ref:	14 th Nov '18	Canterbury Innovation Centre	PC5	1 st Feb '19	ETC, The Hatton, London	PL5
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14 th Nov '18	Canterbury Innovation Centre	PC5								
1 st Feb '19	ETC, The Hatton, London	PL5								
	<p>KS1&2 teachers, maths subject leaders, KS leaders</p>									
<p>Course Aims</p>	<ul style="list-style-type: none"> • Develop strategies that deepen and support learning in mathematics • Understand how to differentiate the same content for different learners. <p>Understand to differentiate for depth rather than acceleration.</p>									
<p>By the end of the course, delegates will be familiar with:</p>	<ul style="list-style-type: none"> • A range of strategies to engage learners who require stretching or supporting. • Experience of designing and sequencing tasks that increase with conceptual and procedural difficulty. 									
<p>Course summary</p>	<p>Through practical activities and discussion delegates will explore how to embed challenge and support into mathematics. Delegates will investigate resources and strategies to support learning as well as to stretch higher attainers and design their own tasks paying attention to conceptual and procedural understanding.</p>									