

<p>Designing Learning for Mastery (KS1&2)</p> <p>[3 x Half day]</p> <p>Laurie Jacques</p>	<p>Dates: 27th Sept 2017 1st Nov 2017 10th Jan 2018</p> <p>Timing: 1.00pm – 4.00pm</p> <p>Cost: £285 + VAT</p>	<p>Venue: Basepoint, Canterbury</p>	<p>Ref: PC2</p>
<p>Audience</p>	<p>Senior Leaders, Maths Subject leaders, MaST, Class teachers</p>		
<p>Course Aims</p>	<ul style="list-style-type: none"> • Understand design learning to develop depth of understanding in calculations and fractions • Design sequences of tasks using conceptual and procedural variation / intelligent practice • Evaluate pupil learning from tasks used in class 		
<p>By the end of the course, delegates will be familiar with:</p>	<ul style="list-style-type: none"> • What conceptual and procedural variation means. • How to design sequences of tasks with conceptual and procedural variation built in. 		
<p>Course summary</p>	<p>Many schools are now wondering how to develop teaching for learning and what this looks like in the classroom. This course enables teachers to learn how a teaching for mastery lesson might look from the perspective of designing lesson/ learning for mastery. A key feature of using mastery can be the effective use of conceptual and procedural variation. During the three half-day sessions, teachers will develop their understanding of this practice by evaluating and commenting on lessons that have been designed with this in mind and have the opportunity to plan a series of lessons for their own pupils.</p> <p>Day 1: Addition and Subtraction Day 2: Multiplication and Division Day 3: Fractions</p> <p>Schools who have previously engaged, but not exclusively, with our own <i>Understanding Mastery</i> course will find this a useful extension to their prior learning in relation to mastery.</p>		