

<p><b>Understanding Mastery in Mathematics (KS1&amp;2)</b></p> <p>[2x Half Day]</p> <p>Caroline Clissold</p>	<p><b>Dates:</b> 19<sup>th</sup> Oct 2017 9<sup>th</sup> Nov 2017</p> <p><b>Venue:</b> The Hatton, London</p> <p><b>Ref:</b> PL2</p> <p>Timing: 1.00pm – 4.00pm</p> <p>Cost: £360 + VAT for 2 teachers</p>
<p><b>Audience</b></p>	<p>Senior Leader + Maths Subject leaders, MaST</p>
<p><b>Course Aims</b></p>	<ul style="list-style-type: none"> <li>• Understand what <i>mastery</i> learning in mathematics means</li> <li>• Understand how to design lesson sequences for deep learning of mathematics</li> <li>• Consider what changes in school are needed in order ensure <i>mastery</i> learning for all pupils</li> </ul>
<p><b>By the end of the course, delegates will be familiar with:</b></p>	<ul style="list-style-type: none"> <li>• Identifying the characteristics of teaching for mastery in mathematics</li> <li>• Use variations of problems as a lesson design to develop conceptual understanding, language and communication and to mathematical thinking</li> <li>• A strategy for implementing teaching for mastery learning</li> </ul>
<p><b>Course summary</b></p>	<p>This course will begin to explore how mastery learning of mathematics is achieved through a whole school approach, particular characteristics of teaching strategies for achieving mastery of mathematics that promotes fluency alongside deep conceptual understanding and begins to explore a framework for changing current practice. Teaching for mastery is a whole school commitment and therefore this course is designed for <b>attendance of 2</b> members of staff: 1 <i>senior leader</i> <b>and</b> the <i>maths co-ordinator</i>. Delegates will be expected to carry out a gap task between day 1 and day 2.</p>