

<p>Designing Learning for Mastery (KS1&2)</p> <p>[x1 whole day]</p> <p>Laurie Jacques</p>	<p>Dates: 14th Jan '18</p> <p>Venue: ETC, The Hatton, London</p> <p>Ref: LP3</p> <p>Timing: 09.15am – 3.00pm</p> <p>Cost: £170</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 how to 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"> • how to design learning for a teacher for mastery approach • 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 using teaching for mastery resources such as White Rose planning and wondering 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 two whole-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; Multiplication and Division Day 3: Fractions</p>