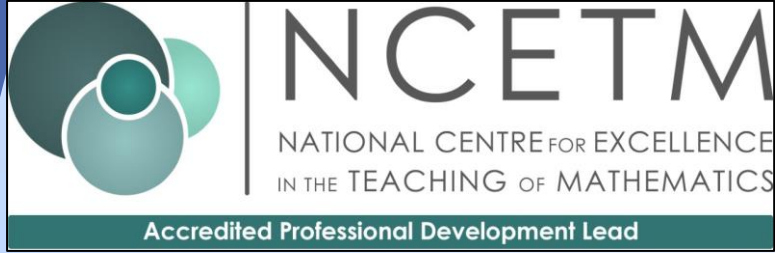


GLOW Subject Knowledge Work group

Teaching Assistants





Emma Howell Jackie McNeil Michelle Walton Ruth Hollier

Who are we?

Local Leaders in Mathematics: The SKTA Programme



Aims of the programme

- To develop personal confidence in teaching maths effectively
- To develop greater understanding of Teaching for Mastery approach with a focus on the use of mathematical representations
- To support the TAs conceptual understanding of the maths and the key structures in each of the mathematical areas, and enable them to see the connections between the areas of maths covered
- To support TAs to recognise where misconceptions might occur and why as well as barriers to learning, and how to address these
- To enable the participants to engage in rich, professional dialogue about the children's learning, their work in the classroom and their own development

The programme design

- Venue – may be within a school setting or at a different venue
- Face to face – practical. Non-negotiable
- Regular sessions across a term – expectation of attendance
- Gap tasks
- Opportunities to log personal reflections
- All the TAs from school to participate



Why?

- EEF Report on effectiveness of TAs
- Lack of CPD for TAs
- 'On the hop' – expectation will know how to interpret the maths teaching and therefore support the children appropriately
- Empowering the TAs
- Ultimately, an impact on children's progress and attainment

Case study: Finlay Community Primary School



Sasha Palmer: Deputy Headteacher

Impact: for the participants

I thought I was quite good at maths but actually I now understand the processes and reasoning behind it and Jackie's training has enabled me to pass that on to the children

I can now definitely see why and how gaps occur

I can now identify which manipulatives represent key bits of maths understanding

- Valued hearing about the approaches other TAs were using
- Developed their confidence in choosing resources – understanding there might be 'another way' to show the maths
- Understanding and using precise mathematical vocabulary
- Better at asking children questions and unpicking their thinking
- Understanding about the C-P-A approach
- Recognising why we might want to 'linger longer'
- How to address misconceptions with drawings and concrete resources
- They feel stronger as a team

Impact: for the staff

- Everyone has a shared understanding of TfM now
- Staff have observed the change in TAs confidence – selecting appropriate resources, working with children, questioning, talking
- Staff are confident to let TAs lead a maths session
- TAs now feel empowered now to make decisions



Impact: for the school?

- Increased support for pupils working below ARE as staff are now confident in addressing gaps and misconceptions
- Improved quality of scoop groups and pre-teaching.
- Assessment for Learning by TAs
- Raised attainment and progress for pupils.
- Positive attitudes to mathematics and CPD
- Thorough understanding of the aims of the NC and the mathematics intent across school, understanding why concepts are sequenced how they are, and why small steps are used within the curriculum.

Impact: for the children?

- TAs now support children in developing their reasoning
- TAs are less likely to use 'short cuts' or 'quick fixes' now that they have developed their own understanding of how unhelpful this can be
- TAs are more likely to support the children in making connections and explore patterns



What next?

- Look out for the information in the GLOW Maths Hub catalogue
https://www.glowmathshub.com/_site/data/files/catalogue-2324/B7B4BCoA194ECOE4D686D2559072D794.pdf
- Consider if you are a large school, whether you may be able to host
- Sign your TAs up
- Ask any questions

