

The structure of the materials

Frequently asked questions

Because of the varied background of supply teachers, a ‘one size fits all’ package of materials would be difficult to produce. Therefore the aim has been to provide a range of materials and strategies that respond to the variety of needs. Some of the questions that supply teachers suggested the materials should answer are listed below. You may want to bear these in mind when identifying your needs and planning how to use the materials.

- How was my training different from today’s teacher training?
- How do I cater for children with ‘Special Educational Needs’?
- Which phase/key stage do I need to know more about?
- Is my knowledge up to date in a specific subject?
- Do I cater for individual needs in the classes I teach?
- How do I build on prior attainment?
- Do I need to increase my repertoire of teaching strategies?
- Am I aware of the varied learning styles pupils might have?
- How do I make an impact on the class quickly?
- Are there any class-management strategies that I don’t know about?
- Am I aware of my professional duties and legal liabilities?

Contents of the five books

The structure of the materials is designed to facilitate a quick self-assessment of need.

You will find details of the contents of each book on pages 10–11. This will give you an overview of the materials and is an easy reference tool to enable you to find the information you are looking for quickly.

Individual sections

The sections are written in a manner that allows you to scan for information easily. Each section begins with a box that identifies the focus of the section. For example, section 1 of primary mathematics:

Chapter 5: Mathematics

Section 1: The National Curriculum programme of study for mathematics

This section focuses on:

- I.1 How the mathematics National Curriculum (NC) is structured;
- I.2 The general requirements;
- I.3 The essential characteristics of the mathematics for each key stage;
- I.4 The mathematics that must be taught at each key stage;
- I.5 How the mathematics NC informs the planning of teaching programmes;
- I.6 How to use attainment target (AT) level descriptors to help you assess children’s achievement.

I.1 HOW IS THE MATHEMATICS NATIONAL CURRICULUM (NC) STRUCTURED?

If you feel you already know or understand all foci that are in the box, move to the next section. If you feel you need to know more about one or two foci, for example:

You should scan the questions in the left-hand column to find the appropriate number.

The question is followed by a summary of what you need to know. Guidance is given to sources of information from which you can find out more.

The questions act as a checklist to allow you to assess your current performance or knowledge. The purpose is two-fold:

- to update your knowledge – what you need to know, and what you might benefit from knowing, in order to improve your practice;
- to cover key skills, which you might benefit from applying, in terms of classroom organisation of the subject.

The guidance to sources of information suggests specific pages of national documents or websites. This will save you time searching for the information you need.

Chapter 5: Section 7: Planning mathematics lessons

7.2 IS THERE A SET FORMAT FOR PLANNING MATHEMATICS LESSONS?

Reading

The Framework provides planning grids for each term, but schools are not obliged to use them. The section on planning (pp38–43) provides some general principles.

www.standards.dfes.gov.uk/numeracy/teaching_resources/

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There is no set format for planning mathematics lessons, but individual schools may have adopted a common format for all classes. Preparing written lesson plans is an important way of ensuring that you cover all the learning and teaching activities intended. For example, they can help you to keep track of the activities each group has undertaken and of the groups that have worked independently or with you or an adult helper. If you annotate your plans after the lesson, they become a record of the work covered and the issues that arose, which will help you or the class's regular teacher to plan future work.

Your lesson plans should be based on short-term (weekly or fortnightly) topic plans. These may be available from the teacher you are replacing. If you have to produce your own short-term plans, base them on the school's medium-term plans or, if these are not available, on the teaching programmes, planning grids and supplements of examples in the Framework. Further guidance and examples are available on the NNS website.

Lesson plans should:

- make clear what you want the children to learn. This should relate to the objectives shown in the Framework teaching programme for the age group you are to teach;
- note the mathematical vocabulary you need to introduce or consolidate;
- identify what the children will be doing;
- identify what you will be doing;
- identify modifications and support, such as the use of other adults, simplifications, extensions and challenges, as appropriate;
- include a note of the resources you will use;
- identify key questions to ask;
- note assessment opportunities, as these will prompt you to make sure the resources you need are available and that you allocate time for assessment and plan appropriate activities.

Think About

Sample numeracy lesson plans covering all age groups, together with helpful tips on teaching the activities, are available on the NNS website. Many more teaching ideas, resources and lesson plans are available on the internet and the number and range are growing rapidly. Try the Count on website. This site is a continuation of the Maths Year 2000 site and retains the same web address.

If you have to teach a lesson at short notice, you will not have time to plan in detail. Find out as much as you can about the topic and what the children have learned so far, then note the learning objectives for the lesson and what you intend to cover in the oral/mental and main teaching sections. During the lesson, as you see how the children respond, you can decide how best to use the plenary to consolidate and develop the intended learning.

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Useful reading and resources

At the end of each chapter you will find a suggested reading list and references, such as to the National Strategy *Frameworks for teaching*, QCA publications, DfES publications, and so on. The writers also identify other resources that they believe supply teachers will find useful. They do not represent a DfES recommended reading list. It is acknowledged that there may be other resources that teachers would find useful but which do not appear in these lists.