

Year 2 BA (Hons) Primary Education with QTS Part Time

## ITaP Mentor Manual - Variation in Mathematics



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**What is an ITaP?**

In preparation for the new 2024 Initial Teacher Training (ITT) curriculum, we are running a pilot Intensive Training and Practice model (ITaP) in this academic year. The focus of this ITaP will be on variation theory within mathematics. Variation focuses on carefully sequenced learning episodes, questions and activities which support pupils to develop a deeper understanding in mathematics. Consideration is given to what changes and what stays the same to enable pupils to make connections in mathematics. This focus builds on trainees' prior studies of using representations and the CPA approach to support pupils' conceptual understanding.

ITaPs are a blend of centre- and school-based activities to:

- **Introduce:** support trainees' learning about the theory of teaching and learning around a given aspect of pivotal practice
- **Analyse:** support trainees to analyse and deconstruct expert teaching
- **Prepare:** provide opportunities for trainees to use approximations practice and to get multiple opportunities for expert feedback
- **Enact:** support trainees to apply their learning in the classroom in different scenarios and contexts
- **Assess:** monitor trainees' knowledge and skills

During the school-based element of the ITaP, trainees will have opportunities to observe and reflect upon expert practice. They will be supported to understand exactly what it is that makes such practice effective and to think about how it could be embedded in their own teaching. Trainees will have the opportunity to apply what they have learned, deconstruct practice, and receive feedback from expert colleagues. The intention is to consolidate trainees' understanding of how the research evidence base underpinning the ITT curriculum should shape their teaching practice. The approach to teacher education will provide trainees with an opportunity to expand their knowledge, deepen their understanding of theory and practice and increase their confidence to teach using a given aspect of pivotal practice.

## **The role of the mentor during the school-based phase of an ITaP**

During Intensive Training and Practice, trainees will be given the opportunity to intensify the focus on these foundational aspects of the ITT curriculum; benefit from immediate and targeted feedback focused on improvement; and access appropriate expert support. As a mentor, you will have responsibility in ensuring that trainees receive the broad range of experiences required during the school-based ITaP days and that purposeful feedback is provided to enable trainees to develop knowledge, skills and confidence.

### **ITaP - Variation in mathematics**

This ITaP has a focus on variation theory. Trainees have previously considered the use of the CPA approach within mathematics teaching and how representations and structures can be used to support teaching and learning. Variation is another of the 'Five Big Ideas' (NCETM) for effective mathematics teaching. Trainees will be using their knowledge of carefully sequenced, small steps in learning and applying this to ensure pupils have a deep conceptual understanding. An example of this could be to consider the properties of rectangles when exploring quadrilaterals, considering what changes and what stays the same when presented with a range of images. An example related to number could be carefully sequencing an approach to column addition. Trainees, in centre-based training, will gain an understanding of presenting the concept in different ways using concrete resources, visual images and considering examples and non-examples, as well as sequences of learning. During school-based training, trainees will have the opportunity to observe and put this approach into practice.

To exemplify this further the NCETM (2020) suggest the central idea of variation is to 'highlight essential features of a concept or idea through varying the non-essential features'. Trainees will understand how the teacher represents the concept being taught, often in more than one way, to gain a deeper understanding. Trainees can also see how learning episodes are sequenced, paying attention to what is kept the same and what changes, so connections can be made within mathematics.

On completion of the ITaP, trainees will gain a greater understanding of how variation is successfully implemented within the classroom, to ensure pupils have a deeper understanding of concepts.

### **Structure of School-based phase of ITaP**

Whilst there are key experiences and components to the school-based phase of the ITaP, schools have autonomy with regards to when these take place. As a starting point, an exemplar timetable on the next page has been provided below to support your mentor in planning these experiences and components. All components within each phase need to be completed by 2<sup>nd</sup> July 2024.



<b>Pre ITP training</b>		In Year 1, trainees will have had sessions on the CPA approach and be familiar with this. They will have also completed their introductory professional practice.		
<b>Wednesday 22<sup>nd</sup>/ Thursday 23<sup>rd</sup> May</b>	<b>WB 3<sup>rd</sup> June</b>	<b>WB 10<sup>th</sup> June</b>	<b>WB 17<sup>th</sup> June</b>	<b>WB 24<sup>th</sup> June &amp; 2<sup>nd</sup> July*</b>
<b>DAY 1 Centre-based</b>	<b>DAY 2 School-based</b>	<b>DAY 3 School-based</b>	<b>DAY 4 School-based</b>	<b>DAY 5 School-based/Centre-based</b>
<b>INTRODUCE/ ANALYSE</b>	<b>PREPARE/ ENACT</b>	<b>ENACT</b>	<b>ENACT</b>	<b>ASSESS</b>
Learning about the theory of teaching and learning. Using representations to analyse expert teaching.	Using approximations to practice and get feedback.	Receiving support to apply learning in the classroom.	Receiving support to apply learning in the classroom.	Tracking trainees' growing knowledge and skills.
<b>Seminar (2 hours)</b> Variation seminar – PED2033 Maths tutor	<b>Observing expert teaching in KS1</b> – Focus on variation. How variation is used to develop conceptual and/or procedural understanding Expert KS1 teacher	<b>Team teaching</b> – KS1 Opportunities for rehearsal and subject specific feedback.	<b>Observing expert teaching</b> – KS2 – focus on variation. How variation is used to develop conceptual and/or procedural understanding Expert KS2 teacher	<b>Team teaching</b> – KS2 Opportunities for rehearsal and subject specific feedback.
<b>Reading (1 hour)</b> A reading given from one of the above key texts.		<b>Reflection with mentor or another expert colleague</b> Discuss outcome of lesson with above colleagues in supporting the understanding of variation in KS1.		<b>Reflection with mentor or another expert colleague</b> Discuss outcome of lesson with above colleagues in supporting the understanding of variation in KS2.
<b>Preparation</b> - Questions and areas of focus related to variation in mathematics lessons. Work with peers to devise questions and possible areas. Discuss these with maths tutor in preparation for school.	<b>Co-planning and research</b> Trainees to work alongside the KS1 teacher to plan for the following week.  Discuss these with the Lead mentor	<b>Reading (1 hour)</b> A reading given from one of the above key texts.	<b>Co-planning and research</b> Trainees to work alongside the KS2 teacher to plan for the following week.  Discuss these with the Lead mentor	<b>Portfolio</b> Overall reflection and target setting (*Centre-based 2 <sup>nd</sup> July) Discussions with peers and maths tutor.

## School Based Reflection Proforma 1 - Observation of variation within mathematics

	Key Stage 1	Key Stage 2
How was variation evidenced in the teacher's planning of the lesson?		
How were the learning episodes, activities and exercises sequenced to support children in making connections and observing what stays the same and what changes?		
What manipulatives and representations were utilised? Consider how they supported the learning and compare their effectiveness.		
Did you see the use of examples and non- examples? What questions did the teacher ask to develop pupils' understanding of the mathematical structures?		
What did you notice about the sequencing of questions e.g. in independent activities? How did this support a deeper understanding of the concept?		
How did the teacher adapt the representations, questions and explanations of the concept for specific pupils?  Please provide specific feedback on any adaptations for pupils with any additional needs or pupils with SEND		
If an additional adult was available, how did they support the lesson?		

**University Reflection Proforma**

Give an example of when variation was used effectively to impact on pupils' conceptual or procedural understanding.

Give an example of how you used variation in your teaching. What impact did it have? Would you change anything in the future?



## School Based Mentor Reflection Prompts

### Following their observations of representations used in mathematics in school (using observation proformas from ITaP mentor manual)

1. What variation techniques did you observe in school today?
2. What resources were used to facilitate that learning? What worked well? Why?
3. How did the teacher organise the children to meet the needs of all learners? How was the teaching adapted for any specific children or groups of children? What strategies were used?
4. How did the children respond to the lesson you observed?  
In what ways did variation develop conceptual understanding?
5. What were the other adults doing in class to facilitate the learning?
6. After observing children in both key stages, how would you compare the way variation techniques were used? How were they similar/different? Could you describe the way the different representations showed progressive mathematical understanding?

### Following the trainees' experiences of using representations in their teaching...

1. What was the focus of your lesson and why did you select to use your chosen representation? How does your chosen representation fit into a sequence of learning (what comes prior/next)?
2. How did the children respond? How well did the children understand the links between the use of representations and the mathematical ideas they represented?
3. Did you plan opportunities to model your own thinking when working with representations?
4. What was the role of the other adult(s) in the class whilst the children were working? How did you ensure they knew what you would be doing or what you wanted them to do throughout the lesson?
5. What would you do differently if you were to teach this again? How would you adapt this approach if you were working with another age group? Are there any other representations that would work well to scaffold the mathematical concepts being taught?



## Links to the Core Content Framework (CCF)

### Adaptive Teaching

Learn that:

LT1 Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.

Learn how to:

Provide opportunity for all pupils to experience success, by:

LHT 5 Observing how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstructing this approach.

LHT6 Discussing and analysing with expert colleagues how to balance input of new content so that pupils master important concepts.

And - following expert input - by taking opportunities to practise, receive feedback and improve at:

LHT9 Making use of well-designed resources (e.g. textbooks). • Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge

LHT11 Building in additional practice or removing unnecessary expositions.

LHT12 Reframing questions to provide greater scaffolding or greater stretch.

### How pupils learn

Learn that:

LT6 - Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.

Learn how to:

LHT 10 following expert input - by taking opportunities to practise, receive feedback and improve at: • Balancing exposition, repetition, practice and retrieval of critical knowledge and skills.

### Subject and curriculum

Learn that:

LT 3 - Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.

Learn how to:

following expert input - by taking opportunities to practise, receive feedback and improve at:

LHT4 - Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.

LHT5 - Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.

LHT6 - Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).

LHT7 - Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts.



## Links to theory and Practice

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