

LO6 – Greenwich – ECT – PRIMARY Phase 1 - F2F visit 7th March 2023 led by J/R

Joint visit - Anna Dorricott (LE) + Aidan Gollaglee (MHL)

Notes by ADorricott (LE) made from individual written feedback (19 participants attended (2 absent))

Question:			
1. Programme – What's going well and why? What barriers and why?			
ECT	2 nd yr	Y1	WWW: lesson observations across courses; readings and support with discussion; range of examples and scenarios for discussion; really feels like a safe space to share challenges to learn from
ECT	2 nd yr	Y3	WWW: Going well - practicality of resources for use in classroom EBI: I need time to apply what I've learned in school
ECT	1 st yr	Y2	WWW: Really helpful opportunities for reflection and practicable resources to use in the classroom. EBI: The challenge is the workload and using resource is in planning giving the limited time I have.
ECT	1 st yr	Y3	WWW: great practical sessions; informative breaking down of skills; goes from EYFS through to year 6. EBI: NCTEM website is difficult to navigate; there is a level of need for SEN and PYG children in class.
ECT	1 st yr	Y3	WWW: subject knowledge; ideas on what I can do in the classroom. EBI: Time constraints on when to do all of the activities and implementation in lessons.
ECT	1 st yr	Y3	WWW: the course provides lots of practical opportunities to problem solve. EBI: it can be hard to give up time to come to the course.
ECT	1 st yr	Y3	WWW: practical seminars; getting to meet and work with other ECTs. EBI: some digital seminars and online zoom seminars have not been helpful
ECT	1 st yr	Y3	WWW: weekly meetings to discuss progress; time for discussing and observing with colleagues. EBI: the barriers are a lack of resources and workload.
ECT	1 st yr	Y3	WWW: the feedback from discussions give me good ideas to take into my classroom and support my own learning and development. EBI: there's not enough time to always use the resources I would like to use.
ECT	1 st yr	Y4	WWW: very informative course; directly links to teaching. EBI: it's difficult to find time to complete the gap tasks.
ECT	1 st yr	Y4	WWW: it's going really well lots of suggestions to try; communicating with others in the same boat as you but with different experiences. EBI: the barriers a lack of resource is in class and lack of teaching staff for active maths.
ECT	1 st yr	Y4	WWW: the programme has been helpful to develop my subject knowledge. it has highlighted the importance of CPA approach to build the foundations of fluency and mathematical skills. EBI: the barrier is the time to apply what I've learned.
ECT	1 st yr	Y4	WWW: good ideas to use in class; refresh into thinking about sequencing. EBI: finding it hard to implement them all in line with lessons when teaching.
ECT	1 st yr	Y4	WWW: good support in terms of resources. EBI: it takes too long to read through everything for planning.
ECT	1 st yr	Y4	WWW: good concepts and vocabulary. EBI: too long to plan as there is a lot to read and go through; no Lesson plan shortened version; not a lot of differentiation.
ECT	1 st yr	Y5	WWW: developing subject knowledge to apply in class. EBI: not always being able to apply the knowledge to the year group; great for supporting WTS but maybe more focus on upper key stage 2.
ECT	1 st yr	Y5	WWW: going well building on PGCE learning and behaviour management.

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			EBI: there is COGNITIVE OVERLOAD!!!; knowledge of wealth and resources and experience
ECT	1 st yr	Y5	WWW: it is a chance to talk to other teachers about how they are teaching maths. EBI: there is no time in my role to really discuss or implement this at school.
ECT	1 st yr	Y5	WWW: the programme is very beneficial as it is tailored to what an ECT is expected to know and teach (methods). EBI: there's too much time out of school.
CL			WWW: the links with the ECTS is lovely EBI: sometimes it's hard to interpret someone else's slides
CL			WWW: contact with our local schools and being able to pick up on local issues and challenges. EBI: following the thread of the slides is hard it could do with clearer overview of the whole programme.

Common threads +

- Improved subject knowledge – practical resources to use in the classroom.
- Improved confidence
- Reflect and discuss with colleagues.

Common threads -

- TIME – not enough time to apply what they have learned in school. Too much time out of class.
- WORKLOAD – there is a lot to read.
- RESOURCES – lack of in school.

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Question:			
2. Programme – Is it making a difference to YOU? To your pupils? – How do you know?			
ECT	2 nd yr	Y1	Yes-being able to share my experiences and learn from others across schools has helped my pedagogy. Being able to have the chance to reflect on my pedagogy and discuss with the leaders of the course has been beneficial.
ECT	2 nd yr	Y3	Yes-I'm much more confident to teach maths and children are more confident to apply methods.
ECT	1 st yr	Y2	Yes- I've been using lots of the representations. I did a maths specialism in my PGCE and I am still learning lots.
ECT	1 st yr	Y3	Increased motivation and ideas. I'm trialling ideas in class some work others don't.
ECT	1 st yr	Y3	I've gotten ideas and have thought more about my maths teaching an approach to planning using NCETM and Nrich. I know this because my lesson design and delivery seem more concise and accurate.
ECT	1 st yr	Y3	I think this is providing me with some opportunities to transfer things to the classroom.
ECT	1 st yr	Y3	Some training is, but some can seem like box ticking. It can take up valuable time and I would prefer more targeted sessions with specific things to implement then a follow up session to discuss how it's gone.
ECT	1 st yr	Y3	Some concepts that have been discussed have been transferred to the classroom, behaviour strategies from observing other class teachers. Methods of teaching practical and visual.
ECT	1 st yr	Y3	some things have helped me. I've used some ideas in my classroom, but it's still a little early.
ECT	1 st yr	Y4	It does have some impact. It allows new techniques and teaching resources to be transferred into my lessons.
ECT	1 st yr	Y4	It's too early to transfer or see results from the children, but it's helping me due to different experiences and suggestions.
ECT	1 st yr	Y4	This programme has consolidated my professional development which started with my PGCE. I am more reflective and can think more deeply about how to adapt lessons for the needs of my pupils.
ECT	1 st yr	Y4	It is making a difference. It is made me rethink my planning to include different representations and questions. I've seen an impact on children's learning by using some of the modelling shown in our last session.
ECT	1 st yr	Y4	Yes. Improved confidence in maths and how to teach it. Yes, I think it is transferring into the classroom.
ECT	1 st yr	Y4	Yes. It has improved vocabulary and visuals.
ECT	1 st yr	Y5	It is making a difference is my confidence in teaching maths, as this is reflected in the use of subject specific vocabulary. Sometimes it's tricky to apply to a year group and scheme of learning.
ECT	1 st yr	Y5	In some ways. I have a greater knowledge of available resources and strategies for teaching certain topics. I have planned and delivered lessons inspired by the sessions.
ECT	1 st yr	Y5	I do not think it is. I haven't really changed anything. However, I follow the school way of teaching maths which reflects this course.
ECT	1 st yr	Y5	The programme has made a difference to my way of teaching. I've been able to transfer skills that I have learnt into my planning of lessons.
CL			Yes. ECTs have shared moments of how they have used resources in class.
CL			Good feedback from ECTs on things they are trying out in classrooms.

Summary: Nearly all ECTs have seen an impact in their teaching.

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Question:			
3. What resources are you using? How do you tailor/integrate other resources e.g., WR? Do you feel confident to tailor the resources?			
ECT	2 nd yr	Y1	White Rose. NCETM. Classroom Secrets. NRich. TES. Twinkle. plus physical resources e.g. numicon etc
ECT	2 nd yr	Y3	White Rose. NCETM. Classroom Secrets. Nrich. Manipulatives from school. I used to only use White Rose and Classroom Secrets, but now I tailor them.
ECT	1 st yr	Y2	White Rose. NCETM. Classroom Secrets. maths salamanders. Yes, I feel empowered to adapt them.
ECT	1 st yr	Y3	White Rose slides, counters, cubes and some NCETM games and ready to progress documents. My school used White Rose as a jumping off point so always able to use other resources.
ECT	1 st yr	Y3	Maths no problem scheme. Yes, I can adjust and change if I need to.
ECT	1 st yr	Y3	I use lots of manipulatives to complement White Rose slides and we adapt them to best fit. Learning.
ECT	1 st yr	Y3	Still very based on White Rose, but I can and do change if necessary.
ECT	1 st yr	Y3	PowerPoints. flip charts. White Rose. Plan Bee. I adapt these resource is based on the level of my children in the classroom, but sometimes it is difficult to stick with these resources.
ECT	1 st yr	Y3	White Rose, but mainly power maths. When needed, we can come away from these resources and do separate lessons.
ECT	1 st yr	Y4	Maths No Problem. With some White Rose for teaching input. IXL and TT Rock stars also.
ECT	1 st yr	Y4	White Rose. NCETM. Classroom Secrets. Grammarsaurus. Twinkl. We can use many different resources, but it is based on White Rose heavily.
ECT	1 st yr	Y4	White Rose. NCETM. NRich. Third Space Learning. Yes, I feel I can navigate and use varied resources, however it can be time consuming.
ECT	1 st yr	Y4	White Rose. NCETM. Yes, I can use the resource is where I find applicable. We follow the order of White Rose, but I can adapt where I like.
ECT	1 st yr	Y4	SMART. White Rose. NCETM. Classroom Secrets. Yes, we mix it up and create our own.
ECT	1 st yr	Y4	SMART. Flipchart. White Rose. NCETM. Yes, we create our own, but not allowed to use directly.
ECT	1 st yr	Y5	In the classroom we use White Rose and use supporting resources such as timestable grids, number lines, protractor. Etc. I sometimes find it hard to adapt or go against the scheme.
ECT	1 st yr	Y5	White Rose. As I build confidence, I'm bringing my own adaptations and resources. I am allowed to make any changes I want. I have very few concrete resource available despite ordering some (only have counters and dice).
ECT	1 st yr	Y5	White Rose. NCETM. Classroom Secrets. Whiteboards. I don't have time to really deviate away from this.
ECT	1 st yr	Y5	Maths No Problem. White Rose. IXL. Classroom Secrets.
CL			10s frames. Base 10. Number lines. Rekenreks.
CL			NCETM. NRich.

Summary:

- White Rose the scheme of choice. (Also: Maths No Problem. Classroom Secrets. NRich. NCETM)
- Nearly all feel they can adapt resources and have flexibility to make it their own.

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Question:			
4. Were you aware of the commitment to the programme? Why did you enrol?			
ECT	2 nd yr	Y1	Yes, I didn't know how much work it would be. I asked to be on the course to further my pedagogy after hearing about it from my mentor and ECT leader at school.
ECT	2 nd yr	Y3	I wasn't aware of the commitment but it hasn't been overwhelming, especially on weeks where I have ECT time. My school maths lead enrolled me.
ECT	1 st yr	Y2	I wanted to enrol but didn't have a choice. I was not aware of the time commitment, but don't mind.
ECT	1 st yr	Y3	I enrolled. Maths has always been an area for most development, so I thought it would be useful. The commitment is fine.
ECT	1 st yr	Y3	No, I was not aware of how much commitment would be involved. My maths lead involved me and I was not asked or involved in the process.
ECT	1 st yr	Y3	Position came up for maths lead at the school and given my previous experiences I wanted to shadow the maths lead.
ECT	1 st yr	Y3	yes because maths is an interest of mine and a strength I want to enhance.
ECT	1 st yr	Y3	My mentor enrolled me because it would give me the opportunity to work with other ECTs and gain experiences to discuss.
ECT	1 st yr	Y3	my mentor. department head enrolled me. I was not told before I was enrolled so was not aware of the commitment.
ECT	1 st yr	Y4	No, we as a school complete a lot of maths hub and mastery training. This training was brought to me by SLT.
ECT	1 st yr	Y4	maths lead enrolled me. I was enrolled to improve subject knowledge but was not aware of the level of commitment.
ECT	1 st yr	Y4	I was enrolled by the Maths Coordinator and on the first session I was made aware of what this course involved.
ECT	1 st yr	Y4	My maths lead enrolled me. I was not aware of the commitment.
ECT	1 st yr	Y4	No. The maths lead signed us up and then told us.
ECT	1 st yr	Y4	No. The maths lead signed us up to enhance knowledge and grow confidence.
ECT	1 st yr	Y5	I was enrolled into the course by the maths lead to support the ECTs in the school. The course has a little more commitment than I thought.
ECT	1 st yr	Y5	I enrolled because it was offered to me by my maths lead. I had no idea what it entailed. Realistically, I think it asks too much commitment on top of an enormous ECT CBT workload. cognitive overload. I don't get anything from the between session tasks.
ECT	1 st yr	Y5	I was enrolled by my ECT mentor. I was not aware of the commitment.
ECT	1 st yr	Y5	I was enrolled by SLT. It can be overwhelming due to the fact that being out of class effects my sequence of teaching.
CL			Commitment. big time investment. LLME days and training sessions.
CL			Greater than expected commitment of time. Eg. LLMEs. Workgroup leads, etc., local and national.

Summary:

- ECTs were mainly NOT aware of the level of commitment on the programme.
- Most were enrolled by others and had no choice.

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Question:			
5. Do you feel supported on the programme? Is your involvement in the programme valued at school? Do you share what you have learned with others?			
ECT	2 nd yr	Y1	I'm extremely supportive back at school. I have very regular mentor meetings with the ECT line manager. After every course we have discussions about how I can implement what I'm learning in class, etc.
ECT	2 nd yr	Y3	I feel very supported by the programme. I feel less supported at school due to missing PPA and ECT time and not having ECT meetings.
ECT	1 st yr	Y2	Yes, very supported on the programme. I don't feel very supported at school or by my mentor.
ECT	1 st yr	Y3	Jo/Rachel are great support on the programme. Support from school is limited. Hands off approach. Prof development is something I have pursued.
ECT	1 st yr	Y3	Yes, I feel supported by the NCETM and my school. (My mentor is not overly involved with this.)
ECT	1 st yr	Y3	I feel that mathematics is heavily supported at my school.
ECT	1 st yr	Y3	supportive especially as course mentors are always available to be contacted. School support is lacking due to a lack of time.
ECT	1 st yr	Y3	There is quite a lot to do as an ECT in general with day-to-day tasks. I think that the things we do at training days I don't get to share with anyone at school or other ECTs, so could be seen as unnecessary.
ECT	1 st yr	Y3	I always feel supported on this programme. When I go back to school, I am always asked how it went and if I found it useful.
ECT	1 st yr	Y4	I feel supported by the training providers and my own school. We feedback on training and compared to our current provision.
ECT	1 st yr	Y4	I feel supported by NCETM. I feel mainly supported in school, by my mentor and other teachers, but not so much the head teacher and SLT.
ECT	1 st yr	Y4	I feel supported to some extent. However, I feel that not much support is available. Rarely I can ask more experienced teachers for ideas or support.
ECT	1 st yr	Y4	I feel supported regarding the course. I feel supported by my mentor and members of staff at school.
ECT	1 st yr	Y4	support on the course. Good support from mentor. Good support from maths lead who will come into PPA when needed.
ECT	1 st yr	Y4	A lot of support from our school and mentor. Maths lead support gets involved in our planning.
ECT	1 st yr	Y5	When I attend, I do feel supported. At work I do also feel supported. I often speak to the maths lead or experienced teachers for support.
ECT	1 st yr	Y5	I feel supported by the course. There is no discussion of it at school.
ECT	1 st yr	Y5	My maths lead and phase leader is supportive. However, I do not feel supported by my SLT with my development overall.
ECT	1 st yr	Y5	The NCETM is doing a good job. I'm well supported in school. I often talk to the maths lead to ensure my subject knowledge is up to date.
CL			Support? NCETM? School? Mentor? I'm supported by my maths hub.
CL			Support from local maths hub. Have found national workgroups not as helpful.

Summary:

- Most ECTs feel supported during the NCETM programme.
- About half of ECTs feel supported back at school.
- CLs feel supported by their HUB

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Question:			
6. What improvements would you like to see made to the programme?			
ECT	2 nd yr	Y1	none.
ECT	2 nd yr	Y3	A few more practical activities rather than teacher talk. Time to reflect on sessions and apply learning to planning.
ECT	1 st yr	Y2	More opportunities for deliberate practise and hands on teaching practise. It would be good if the learning sequence was aligned to White Rose units.
ECT	1 st yr	Y3	More focus on how to overcome COVID gaps. More practical opportunities to think about how you could teach a certain concept. Not as formal, just group discussions.
ECT	1 st yr	Y3	To improve, there could be more year groups specific and a bit more ongoing. Online sessions maybe to check in?
ECT	1 st yr	Y3	none.
ECT	1 st yr	Y3	none.
ECT	1 st yr	Y3	Think about adaptations for specific year groups, and key stages. Need time to talk with other ECTs.
ECT	1 st yr	Y3	None.
ECT	1 st yr	Y4	None. The course works well in my opinion.
ECT	1 st yr	Y4	Proactive maths lesson ideas and trying them. Eg how to take maths lessons outside and engaging all children.
ECT	1 st yr	Y4	Focus on other elements of maths, not just place value.
ECT	1 st yr	Y4	There could be a focus on some of the higher-level maths and representations problem solving approach. There's lots of focus on foundations.
ECT	1 st yr	Y4	Make resources that can be taken directly from the website to be used directly in the classroom. Reduce information overload on documents. Shorter plans. Make the website easier to navigate.
ECT	1 st yr	Y4	have a shortened version for teaching and planning. make it less wordy. Overload. Cognitive overload.
ECT	1 st yr	Y5	Have a range of different topics and concepts to learn about.
ECT	1 st yr	Y5	Make it key stage specific so more of the content is applicable to our year group.
ECT	1 st yr	Y5	I would say more bespoke training than a school by school and is shorter in length but more tailored. This is so we can discuss our situations in a more direct, open, and effective way. This could provide more direct change and improvement for people.
ECT	1 st yr	Y5	Maybe not so much of a gap between each session. (Termly sessions.)
CL			Improvements-Watch maths lessons in school. A clearer picture of what needs to be covered each day- Specific objectives.
CL			Opportunities for ECTs to observe maths lessons in real time. Clear overview of objectives for each subject knowledge session.

Summary of improvements you would like to see to the programme:

- More age specific sessions. More tailored. Align to White Rose.
- Time to reflect and apply to planning. Time to talk with others. See others teach.
- More practical activities. Specific concepts. Less teacher talk. Less words.
- An overview of the objectives of each session. Shortened sessions. Reduce gap between sessions.