Appendix 3l

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	**Module code:**	DAPP22-02
2.	**Title:**	Maths Teaching and Dynamic Assessment
3.	**Credit points:**	30
4.	**FHEQ level:**	7
5.	**Start term:**	Autumn, Spring, Summer
6.	**Module leader:**	Gill Cochrane
7.	**Accredited by:**	
8.	**Module restrictions:**	
	(a) Pre-requisite	DAPP22-01 studied.
	(b) Programme restrictions	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	**Aims:** To familiarise practitioners with an informal (non-standardised) method of appraising maths-related difficulties. To develop the complex and extensive skill-set needed to be an effective specialist maths teacher and to instil an understanding of the importance of facilitating mathematical understanding in learners.	
10.	**Learning outcomes:** *(Knowledge and Skills sections can be merged if appropriate)* **Knowledge and skills** On successful completion of this module, the student will be able to: 1. Employ a range of maths resources and non-standardised assessment tools in a dynamic appraisal process. 2. Construct an assessment report and intervention plan for a learner that effectively appraises maths-related difficulties. 3. Deliver a tailored teaching intervention that effectively addresses the individual study requirements of a learner with maths-related difficulties. 4. Strategically support the development of higher-order reasoning skills in maths learners. 5. Critically reflect on observations and experiences of professional practice making links to theory and research.	
11.	**Syllabus:** ● Selected readings on mathematical development (including dyscalculia) and teaching strategies. ● Placement process - individualising the maths learning process for learners with different requirements. ● Exploration of oracy initiatives in schools and how some of the methods and tools (e.g., oracy benchmark resources) can be applied to enhance maths teaching and learning.	

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- Interactive review and reflection on lesson plans and lesson evaluations including self-evaluation of own practice (using video recordings).
- Non-standardised assessment methods and their usefulness when appraising maths skills
- Working within a set assessment report format.
- Using reflective models and structured self-evaluation materials to improve professional performance.
- Development of professional skills and responsibilities.

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Learning and teaching strategy:

Learning and teaching will be via a module on a virtual learning environment (VLE).

Module activities include:

- Formative exercises such as multiple-choice quizzes with instant feedback, short-answer questions.
- Problem-based learning scenarios.
- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

The online learning environment supports a collaborative learning environment with:

- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums.
- Interaction with tutors including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
- Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

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Assessment scheme:

(a) Formative assessment scheme (for example, would include but not be limited to):

- Quizzes: - automatic feedback via virtual learning environment
- Theory Meets Practice Study (compulsory forum): write a short piece on one of the ‘Key Theory’ short articles describing how it has influenced ideas on teaching methods/resources.
- Case study data - design an intervention for a learner from case study data (dynamic assessment findings, error analysis, interview excerpts etc.).
- Observed Administration: Self-reflection on assessment administration using a digital recording of practice submitted for tutor review.
- Observed Teaching Practice: Self-reflection on teaching practice using a digital recording of practice submitted for tutor review
- Reflective Teaching Log - compiled during teaching practicum

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b)Summative assessment scheme

Task	Weighting	Word count	LO mapped to	Ethics approval required
Assessment Report 1: Construct a professional intervention planning report (using a range of resources and	*40*	*2000*	*1,2*	☐ *No*

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	non-standardised methods) appraising a learner's maths skills. Reflect upon own practice and areas for future development using an intervention planning checklist.				
	Teaching Skills Portfolio (Elements could include)**:** ● Teaching for Understanding (Observed Teaching Practice): submit a digital recording of a lesson to demonstrate competent practice. ● Analysis of own teaching practice using a 'Performance Analysis Checklist' and a digital recording of a lesson. ● Teaching Resource Commentary: Examples of resources used to cover a range of areas of mathematics, including. rationale and discussion of effectiveness with reference to metacognition, higher-order reasoning skills, learner self-efficacy.	*60*	*3000*	*3,4,5*	*☐ No*

Do all assessments need to be passed in order to pass the module **Yes**

Seen examination	n/a
Unseen examination	n/a
Coursework (no examination)	100%

14.	**Timetabled examination required**	No
15.	**Length of exam**	n/a

16. **Learning materials**

Many of the learning materials have been purpose-written for the module and are available on the learning platform.

Most other reading materials that are part of the core materials can be accessed via links to the Dyslexia Action Electronic Library or via EBSCO Host.

Essential:

- Chinn, S., & Ashcroft, R. E. (2017). *Mathematics for dyslexics and dyscalculics: a teaching handbook*. John Wiley & Sons.
- Mattock, P. (2019). *Visible Maths: Using representations and structure to enhance mathematics teaching in schools*. Crown House Publishing Ltd.

	• Southall, E. (2017). *Yes, but why? Teaching for understanding in mathematics*. Sage. • Allsopp, D. H., Kyger, M. M., Lovin, L., Gerretson, H., Carson, K. L., & Ray, S. (2008). Mathematics dynamic assessment: Informal assessment that responds to the needs of struggling learners in mathematics. *Teaching Exceptional Children*, *40*(3), 6-16. • Finesilver, C. (2017) 'Low-attaining students' representational strategies: Tasks, time, efficiency, and economy'. Oxford Review of Education, 43(4), 482–501. https://doi.org/10.1080/03054985.2017.1329720 Recommended: • Kersaint, G., Thompson, D.R. and Petkova, M. (2013) Teaching Mathematics to English Language Learners, 2nd edn. New York: Routledge. • Sherrington, T., (2019). *Rosenshine's Principles in Action*. Woodbridge: John Catt Educational

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
n/a		

Validated collaborative partner (if applicable):
n/a

Consultation
The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	Yes
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	Yes
External Examiner(s)	Yes