

## A school-based professional development meeting (PDM 1) to introduce the Primary Framework for literacy and mathematics to the school community

### PDM 1 – Introduction to the Primary Framework

The following materials are to support the implementation of the Primary Framework for literacy and mathematics, following the senior leadership team meeting. However, you will need to **select, tailor and adapt these materials** to meet the specific needs of the children, staff and context of your school.

It is not the intention that you adopt all of these materials as they are presented here. The aim is to provide materials that could **contribute to your ongoing professional development programme** for the next 12 to 24 months.

### Suggested agenda for professional development meeting PDM 1

#### Aims

- To familiarise all staff with the rationale and structure of the Primary Framework, including the support for planning, teaching and assessment
- To set up activity to ensure that all teachers begin to use the renewed Primary Framework
- To share the school priorities in literacy and mathematics and set the vision for improvement
- To share the timetable for implementation, including whole-school continuing professional development (CPD) opportunities, centre-based training and external support, where appropriate
- To outline the monitoring, evaluation and quality assurance processes

#### Introducing the Primary Framework

Describe the rationale for the renewal of the Primary Framework:

- **To encourage flexibility** in the organisation of the curriculum and the structure of literacy and mathematics lessons
- **To structure learning** over sequences of lessons as well as within lessons
- **To raise expectations** for all children, especially those at greatest risk of underachievement
- **To make more effective use of assessment** to inform and direct teaching and learning
- **To broaden and strengthen pedagogy** to include a clearer focus on inclusion, the use of ICT, the teaching of early reading, speaking, listening and learning, and in developing core areas of learning in literacy and mathematics across the curriculum

*Why should our school implement the Primary Framework?*

*Which of these points would help us to develop our school's priorities in literacy and/or mathematics?*

### **Introducing the Primary Framework**

- Familiarise staff with the Primary Framework's rationale and structure, including the navigation and support available for planning, teaching and assessment

*See appendices 1 and 2 for additional suggested literacy and mathematics activities for PDM 1.*

**Note:** It may require additional meetings or support to familiarise all staff with the Primary Framework. It might be helpful to navigate the Primary Framework to highlight the support for planning, teaching and assessment linked to your own school's development priorities. (See also 'Next steps' below.)

### **Setting the school vision**

- Set the school vision and share the refined school priorities from your senior leadership team meeting.
- Outline your school's timetable for implementation, including whole-school professional development opportunities, centre-based training and external support, where appropriate.
- Introduce the identified strand or strands from the Primary Framework, linked to your own school's priorities in literacy and/or mathematics.
- Outline the need to identify focus groups, to evaluate impact and share information about children in these groups.
- Outline monitoring, evaluation and quality assurance processes.
- Make links to performance management and CPD opportunities.

### **Next steps**

Agree a variety of activities for trialling the Primary Framework.

Consider the following examples.

- All classes use a unit from the same block, to assist discussion, both about using the Primary Framework and progression of the specific subject matter, linked to the strand identified as a school priority.
- In pairs, staff become familiar with navigating the electronic Framework, linked to your school's identified priority.
- Contrast current planning with the Primary Framework exemplifications, linked to the strand identified as a school priority.
- Teachers and practitioners identify their named children, based on criteria given by the senior leadership team.
- Use specific activities from appendices 1 and 2 on literacy and

mathematics.

## Appendix 1

Professional development meeting (PDM1): Introduction to the Primary Framework for literacy

### **Suggested literacy-specific activities**

The following materials are to support the implementation of the Primary Framework for literacy. However, you will need to **select, tailor and adapt** these materials to meet the specific needs of your children, staff and the context of your school.

It is not our intention that you adopt all of these materials as they are presented. The aim is to provide materials that could contribute to your **ongoing professional development programme** over the next 12 to 24 months.

Decisions about the use of these materials will depend on your school's development priorities in literacy, the strand selected from the renewed Primary Framework and the profile of the identified focus groups.

### **Resources**

- Appropriate facilities to enable staff to access and navigate the electronic Framework

### **Objective**

- To explore elements of the Primary Framework for literacy

### **Exploring the overall structure of the renewed Primary Framework**

*Activity:* Walk through different aspects of the renewed Primary Framework with staff. Select features that you think are most pertinent to your own school context.

### **Learning objectives**

*Activity:* Ask everybody to click on the 'Learning objectives' tab.

Point out the literacy strands on the left-hand side.

Ask teachers to click on any strand and their own year group, to see how they can find the objectives for their own year and observe that objectives for the years above and below are also given.

Consider:

- how this could support progression within units of work, and accessing and building on previous knowledge and understanding
- how this would be useful in your planning, teaching and assessment for different abilities and mixed-age classes.

### **Medium-term planning**

Click on the 'Planning' tab to show the overview of a particular year.

*Activities:* In your year group or phase consider:

- how blocks (narrative and plays, non-fiction and poetry) are broken down into several units across a year and over the years.

Focus on a particular unit within a block of work and consider the learning objectives for each of the different literacy strands.

Explore how the teaching sequence develops throughout the unit:

- phase 1 – reading, understanding and interpreting
- phase 2 – reading and analysing
- phase 3 – application into writing.

In your year group or phase consider:

- how the learning objectives for the unit are being covered and make connections to your existing planning and resources
- how the different strands have been integrated throughout the unit, including speaking and listening
- how assessment is built into each phase of the teaching sequence
- how the unit links to the key aspects of learning in *Excellence and enjoyment: learning and teaching in the primary years* (DfES 0518-2004G)
- links and access to resources, including the use of ICT
- possible cross-curricular opportunities.

*What adaptations would you need to make to the unit to meet the specific needs and interests of your class?*

Consider:

- the emphasis of the different learning objectives and the integration of speaking and listening throughout the unit of work and across the whole curriculum
- the opportunities to review > teach > practise > apply > evaluate, particularly for the strands of:
  - *Word recognition: decoding (reading) and encoding (spelling)*
  - *Word structure and spelling*
  - *Sentence structure and punctuation*
- the resources and stimuli that would most motivate and engage your class
- the access strategies to ensure 'quality first' inclusive teaching
- cross-curricular opportunities to use and apply literacy skills.

### **Possible task**

*Use and adapt one of the literacy units to meet the specific needs and interests of your class.*

*As you work through the unit with your class, annotate any adaptations, successes and areas for further development, including any personal*

*professional development needs that you feel need to be addressed and brought to the next session(s) (PDM2 and PDM3).*

## Appendix 2

Professional development meeting (PDM1): Introduction to the Primary Framework for mathematics

### Suggested mathematics-specific activities

The following materials are to support the implementation of the Primary Framework for mathematics. However, you will need to **select, tailor and adapt** these materials to meet the specific needs of your children, staff and the context of your school.

It is not the intention that you adopt all of these materials as they are presented. The aim is to provide materials that could contribute to your **ongoing professional development programme** over the next 12 to 24 months.

Decisions about the use of these materials will depend on your school's development priorities in mathematics, the strand selected from the renewed Primary Framework and the profile of the identified focus groups.

### Resources

- Appropriate facilities to enable staff to access and navigate the electronic Framework
- PowerPoint presentation, 'Professional development meeting (PDM1) – mathematics', and facilities to show it

### Objective

- To explore elements of the Primary Framework for mathematics

### Exploring the overall structure of the renewed Primary Framework

Use the activities below, tailoring them to make them pertinent to your own school context.

### Learning objectives

*Activity:* Ask everybody to click on the 'Learning objectives' tab.

Point out the mathematics strands on the left-hand side.

Ask teachers to click on any strand and their own year group to see how they can find the objectives for their own year and how objectives for the year above and below are also given.

Consider:

- how this could support progression within units of work, and accessing and building on previous knowledge and understanding
- how the *Using and applying mathematics* strand can be built into all units of work.

### Medium-term planning

Click on the 'Planning' tab to show the overview of a particular year and point out that the structure is the same in all year groups.

Use the PowerPoint presentation, 'Professional development meeting (PDM1) – mathematics', to demonstrate the links between strands, blocks and units.

*Activities:* Ask everyone to select a particular block (e.g. block A) in their year group or phase. Suggest that they look at:

- the learning overview of unit 1 for that block  
*How would you use this, not only in daily planning but also across a series of lessons?*
- the objectives in this unit, and then the objectives in unit 1 of block A in the year group either side of the year group they are considering  
*How would this help a teacher of a mixed-age class?*  
*How would this help a teacher of a class with a single-age year group?*
- the assessment questions linked to objectives  
*How would you use these questions in your planning of daily lessons?*  
*How would you use what you learn in subsequent units on this topic and other topics?*

Consider:

- how the different strands of objectives and speaking and listening have been linked throughout each unit
- how to select from the use of resources offered in each unit.