

The Teaching for Mastery Approach at Houghton Conquest Lower School:-

Aims of the teaching for mastery curriculum

Using findings from 'What Makes Teaching Great?' (Sutton Trust, October 2014), 'Making Best Use of Teaching Assistants: Guidance Report' (Education Endowment Foundation, March 2015) and training in Shanghai Maths Approach (Enigma Maths HUB, 2014-15), in addition to the National Curriculum, September 2014.

- To create deeper understanding in mathematics, rather than accelerate pupils into ever new content
- To cater for different levels of attainment within mixed ability classes
- To focus on depth of learning

This is being achieved through:-

- Concrete and visual resources are used to model concepts, leading eventually to more abstract application of concepts
- Detailed and well thought through lesson design, supported by Government approved textbooks
- Learning in small steps; building blocks of learning that may initially seem slower in terms of progress but have been proved to get children further
- Rapid graspers tackle more challenging questions and problems, explaining their reasoning more deeply, in full sentences
- Regular intervention for those finding concepts most difficult ensures they keep up with the rest of the class
- Children explaining their reasoning using accurate mathematical vocabulary in full sentences: 'I know I am right because...'
- Teaching conceptual variation
- Children doing 'intelligent practice' (procedural variation)
- Newly produced textbooks approved by the DfE purchased, as a resource for teachers

The maths coordinator (teaching in Reception for Autumn and Spring term) and the Senior teacher (teaching in Year 2) have been working this year as part of a Teaching for Mastery Work Group. This is facilitated by the Enigma Maths Hub and involves meeting other local practitioners as part of a teacher research group (TRG), as well as visits to the school from a Teaching for Mastery Specialist. This has further improved teachers' subject knowledge and knowledge about how to teach and assess mathematics.

Following staff meetings on the mastery approach, elements of this have then been developed across the school throughout this academic year. The year 2 progress,

attainment and attitude to learning has been evaluated throughout the year. Current findings are very positive from teachers, teaching assistants, pupils and parents. Summer 2019 data for maths in Year 2 shows an increase in pupils achieving greater depth.

Parent meetings have kept the parents well informed about how we are teaching mathematics and we will continue to update them with any new developments as of September.

We are assessing using the new national curriculum Age Related Expectations (ARE). We use formative assessment throughout the year and termly White Rose written assessments. Children's progress throughout the year is monitored through our tracking system, scrutinising work books, learning walks, lesson observations, discussions with children and pupil progress meetings with teachers. We use the NCETM (National Centre for Excellence in Teaching Mathematics) assessment materials to model tasks for formative assessment purposes.

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