



The Mastery Approach to Teaching and Learning Mathematics at Poulner Junior School.

At Poulner Junior School, we began our Mastery journey in September 2018, with the Maths Hub and NCETM, and are part of a 'Teaching for Mastery Work Group' led by Mastery Specialists.

We support the Mastery-learning model of teaching Mathematics. This approach allows an in-depth focus on exploring Mathematical concepts. By allowing children more time to explore and discover, they develop a longer lasting understanding and enthusiasm of mathematics. We are committed to ensure that children have a secure understanding of subject knowledge and skills through concrete, conceptual approaches.

We are developing our confidence with taking learning at a steadier and deeper pace, ensuring that no child is left behind, whilst providing deeper and richer opportunities for children who are working above the national expectation for their age.

Mathematical opportunities for children within the lesson are carefully considered and planned; a pre-assessment, which is personalised for key groups of children, is completed prior to the learning of these skills, so that teachers are able to identify children's starting points and plan accordingly. Those children, who may be working within a previous year group's objectives, will be taught these either alongside the other children in class or, where possible, Teachers and learning support assistants will use pre-teaching sessions and workshops to promote rapid progress to ensure children can learn the objectives from their current year group. This may particularly be necessary for new children joining the school or children with special educational needs or disabilities (SEND).

Mastery-led learning means children will spend time enquiring and becoming empowered through the learning of the objectives for their age, applying, being creative and fluent with new knowledge and skills in multiple ways. Alongside this, the development of greater reasoning and problem solving skills is at the heart of our mathematics curriculum.

This means we are working towards:

- Learning lead lessons: less teacher talk and more exploring.
- Closing the gaps for all learners: all children are involved in the same lesson content every day.
- Extended time to explore and apply: All children entitled to additional support to ensure they do not fall behind or to gain greater depth of understanding.
- Real life purpose in every lesson: Experiencing real life opportunities wherever possible to make learning relevant and not abstract.
- Effective Pre-teaching and Workshops: some children will be given additional time and support to learn concepts that they have not yet grasped from previous year groups.

This means our teaching and learning will look like this:

- Teaching all children in class, together, most of the time.
- More verbal feedback, discussion and questions to provoke thinking during lessons so books will have shorter comments and more highlighting evidence of correctly understood concepts.

- Spending longer on one idea, exploring multiple representations and approaches.
- Giving children who need it, additional support over shorter, more intense periods to provoke rapid progress.
- Continual assessment to ensure security of conceptual understanding before moving on.
- Provision of support or scaffolding, when needed.
- Present challenges through 'Greater Depth' questions and development of understanding through expert questioning.

So, we will be doing less of this:

- Covering lots of ideas in one week.
- Formal, long-term interventions
- Separating children into ability groups.
- Multi- Differentiated learning – everyone will be exposed to the same diet (unless required otherwise)

This approach to teaching and learning is well-researched and is supported by a considerable weight of evidence. It is widely regarded as excellent practice and we, at Poulner Junior School, are enthusiastic about taking this approach for our Mathematics teaching. We strongly believe that this provides your children with the best start to their understanding of an important skill they will use for the rest of their lives.

Completed by: Grace Shrubsole (Maths Leader)

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