

Will the implementation of 'Mastery in Maths' improve outcomes at 'Greater Depth' in KS1?



Starting Point:

- Decline in KS1 Maths results. SLT considered a new approach and as Maths Leader I found out about Teaching for Mastery.
- Chosen to maximise outcomes for the children at 'Greater Depth'.
- Included in the School Development Plan.
- Fitted in well with the new curriculum, with the emphasis on a (CPA) concrete, pictorial and abstract approach.

Success Criteria :

- Mastery in maths elements evident in lesson observations.
- The gap between boys and girls achieving above age related expectations is closed.
- 75% of pupils on track for are in year 2.
- 21% of pupils on track for 'greater depth' in year 2.

Our Approach:

Created a new lesson structure with a 6 part approach and altered planning documents to suit this model.

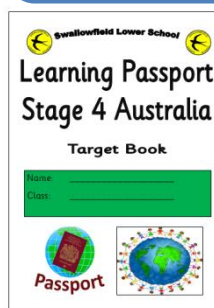
Introduced extension based tasks for all classes that develop and embed the learning that is taking place.

The whole class is now taught together. The learning needs of pupils are addressed through careful scaffolding, skilful questioning and appropriate and rapid intervention to provide support and challenge.

Introduced 'Maths Working-out Books' for Years 2 and 4 that evidence their Mathematical thinking.

Teachers are now using precise mathematical language-patterns and relationships are consistently looked for.

Classes have now adapted lesson times for frequent additional practice, in order to develop pupils' fluency and consolidate the learning.



	Maths Attainment at ARE (%)	Maths Attainment at Greater Depth (%)
2015	55	40
2016	77	13

July 2016

Implementation:

Half termly meetings as part of Enigma

Observations-1 Lesson structure

Governor meetings/ Target setting

Observations-2 Learning Walks Book scrutinies

Moderation across schools/ Hosting TRG

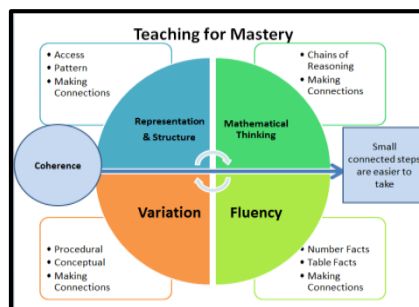
Recognition of being a Mastery Specialist School

July 17
Data/ Action Plan

Mastery Principles:

- Pupils are taught through whole class interactive teaching where pupils work together on same lesson content. (Shanghai approach)
- Depth rather than acceleration.
- Intelligent practice is used to reinforce pupil's procedural fluency and conceptual understanding.
- Learning is broken down into small, connected steps in which lessons are carefully structured.
- Frequent additional practice, outside the lesson, is encouraged, in order to develop pupils' fluency and consolidate the learning.

Developed new ways of target setting that are used in parent consultation evenings across the whole school.



Impact:

- Results predicted to be improved with a 21% achieving 'Greater Depth'. Significant increase in results.
- Initiative has been a successful approach to the teaching of Maths.
- Successful observations and book work has improved
- Staff have a very positive attitude towards the 'Mastery' format and have adapted their teaching style and lesson format for other subjects.

Next Steps:

- Data can now drive our teaching and learning Plans.
- Become a Mastery Specialist School.
- Continue to contribute to establishing an open culture as the basis for sharing best practice between local schools.
- Text books introduced.
- Training for Lead Specialist
- INSET for all staff
- Meetings planned
- Peer observations

