

Aim: To introduce mixed ability maths teaching using a mastery approach to raise standards and ensure quicker progress for 'All' children.

Background

My school initially taught in ability sets and I wanted to ensure that all children had the opportunity to low threshold high ceiling activities.

As subject leader I had attended mastery maths courses and regular LC2 meetings where the focus was a mastery curriculum. One of our Ofsted's lines of enquiry was moving more children into greater depth and ensuring that our hard data improved to LA and National averages.

This projects aim was to ensure that children were fluent in number, but were also given more opportunities to reason and problem solve by choosing their own level of challenge in a mixed ability setting.

Priorities

Shared vision with Head Teacher, this involved him observing my lesson and identifying excellent progress made in the lesson.

This vision was shared with SLT and the other teaching staff to ensure they were aware and happy with the key principles and expectations. Next I provided scientific research to support my findings.

I modelled lessons and provided opportunities for members of staff to try these out in their comfort zone with a time frame to be completed by.

Next, we discussed as a staff what we were confident and challenged with and found a positive approach to over-come this. I supported each key stage and individual teachers who felt they needed additional support before it was officially implemented.

Implementation and Moving Forward

Learning walks and book scrutinises were successful. Where there were areas of improvement staff were informed and supported to make adjustments to ensure that good consistent progress was being achieved.

CPD had been shared with members of staff to attend to upskill them.

Moderation of work across year groups and key stages were carried out.

Standardised testing completed at the end of each term with gap analysis. Teachers then used this to inform their planning and ensure misconceptions were addressed immediately.

Impact and Findings

Children and staff completed a questionnaire as part of my soft data to identify confidence in mixed ability teaching, areas for improvements/development and if the children's mind set had changed with their attitude towards maths.

Results showed that more staff now feel more confident with mixed ability teaching. Children like to have control of their level of challenge. Teaching staff to monitor those children; who may opt for the 'easy' option.

Children have more opportunities to reason and articulate findings through problem solving and mixed ability pairing.

Based on Spring data, more children have moved into the expected and greater depth category for maths and this is expected to increase next year.