

Frequently asked questions...

Why are you using the mastery approach?

It looks to build confidence and to show children that with hard work they can succeed.

What about those who struggle with maths?

This method of teaching aims to ensure all children have a secure and deep understanding of maths, by building up maths concepts in small and logical steps. This makes maths accessible to the majority of children. Teachers will use a range of teaching techniques to make sure children do not fall behind. You may hear teachers talking about same day intervention. This involves intervening quickly to tackle any key misconceptions so that children keep up and don't have to catch-up!

What about those who are already doing well and need challenged?

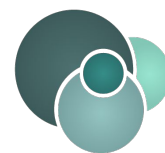
The national curriculum in England places emphasis on depth and breadth, not speed and acceleration. It's really important that learning is not superficial. For example, a child may understand how to use a particular method, but to demonstrate they have a deep understanding they need to explain why it works and why it's efficient. Teachers will challenge children who grasp concepts quickly by providing sophisticated problems, rather than by accelerating them through new content from other year groups. 'Challenge' can come in many forms and it's important not to confuse 'challenging' maths, with maths from a higher year group.

How can I help?

You can continue to help your child by talking about maths positively at home. Children are influenced by those around them - if they hear people say they can't do maths, or they hate maths, they may develop a more negative attitude towards the subject. This can negatively affect their performance in the subject and their development of important life skills. You can also support your child by helping them become fluent in key number facts e.g. number bonds, doubles and halves and times tables.



Maths Mastery at Preston Grange



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS



MATHSHUBS
GREAT NORTH

This year we are working closely with our local Maths Hub and NCETM materials to develop a mastery approach to teaching maths.

With mastery we are aiming for deep learning which means it sticks, can be recalled, used, transferred and applied in different contexts.

A mathematical concept or skill has been mastered when a child can show it in different ways, use mathematical language to explain their ideas and independently apply the concept to new problems in unfamiliar situations. Mastery is a journey and long-term goal, achieved through exploration, clarification, practice and application. At each stage of learning children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this over time.

Key Features:

The class work together on the same topic

The emphasis is on keeping the class together until specific concepts or skills are mastered and then moving on together.

Challenge is provided by going deeper not accelerating

For those children that have mastered the skill, concept or procedure they will be presented with higher order thinking activities, rather than accelerating through the curriculum.

Focused, rigorous and thorough teaching

Within Mastery, the idea is to focus on one small step at a time in a lesson, with an emphasis on the mathematical structures involved and the best way to represent these through models and images. Each small step is important as it builds towards deep understanding of a concept.

More time on teaching topics – depth and practice

The same topic is likely to have the same focus until the class has mastered the concept, skill or procedure being taught. This is particularly the case for number and calculations. Focus areas are being taught over a longer time with smaller steps of progress and time is for practice and depth, making the learning effective.

