

## The Mastery Approach to Mathematics at Green park School- A Guide for visitors and inspectors (September 2021)

### Our Philosophy...

#### We believe that:

- Every child has the right to achieve their maximum potential without a pre-conceived limit being put on their ability and attainment.
- The ability to succeed is not fixed and this is clear in both lesson design and class teaching.
- Learning in maths should focus on depth of understanding before breadth.
- Pupils should 'keep up' over 'catch up'- all children should be given the opportunity to access the lesson regardless of previous attainment.
- High expectations should be made clear to all learners.
- Emphasising the high value of mathematics education to all staff, pupils, parents and carers is key to our children becoming successful Mathematicians.
- All staff should actively attempt to improve their pedagogical understanding of maths mastery wherever possible, and feel supported by school leadership to this aim.

### What mastery 'looks like':

- Children will generally be taught in their own year group by the same set teacher all year.
- Maths lessons are generally around 60 minutes long and will sometimes be followed by an independent practice session if necessary.
- Feedback on progress can be made during or after lessons, with the children afforded time to make improvements to their work. Sometimes, children will mark their own work or take part in peer assessment. This is reflected in our whole school assessment policy.
- Teaching for Mastery in Maths is evident in all year groups across school.
- Children are generally taught as a whole class, although some children will work with a teaching assistant for different parts of a lesson where the teacher feels it is relevant. The teacher or teaching assistant will use their judgement to determine whether a child remains in the whole class environment or spends time on a more personalised learning approach.
- All children will be given opportunities to reason, problem solve and gain fluency both individually and with their peers.
- All children will have access to multiple representations and use concrete, pictorial and abstract representations alongside each other to develop a deep understanding of methods and concepts.
- The lesson will be carefully crafted to allow learning to take place over a number of small, conceptual steps which allow opportunities to make connections and to investigate maths at greater depth. The pace of lessons may appear to be slower.
- Some children will require extra support either during or after lessons to enable them to master certain concepts or elements. This will be carried out immediately to allow the child the ability to access the next lesson.
- Any child who rapidly grasps skills and concepts well in the main lesson is challenged by being given activities which require a greater depth of understanding.
- Lessons will feature a lot of dialogue between the teacher and the pupils and between the children.
- Longer time will be given to each topic of the Maths curriculum to ensure sufficient depth of understanding.
- Differentiation will mainly be through the level of adult support each child receives. Generally, children will not be given different activities to complete.
- Teachers and TAs record attainment with 'Target Tracker' in line with the whole assessment policy. Informal assessment methods are also used to inform planning.