

The Mastery Approach to Mathematics at Loxells Primary School- A Guide for visitors and inspectors (April 2024)

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':

- All pupils are encouraged to have a Growth Mindset by having the belief that by working hard at maths they can succeed.
- Children will be taught in their own year group.
- Maths lessons are generally around 60 minutes long.
- Fact fluency sessions are taught three times a week in addition to the daily lesson.
- Feedback on progress is given during or after lessons with some children receiving same day keep up if needed. 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 EYFS -6. Our Early Years setting has a mix of child led learning and teacher input, mastery resources and theory underpin planning, continuous provision and is reflected in the learning environment as well as small group sessions.
- 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.
- 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.
- Children are encouraged to spot patterns and relationships between numbers, using fluency facts and efficient methods when problem solving.
- 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. (same day keep up)
- Children who grasps skills and concepts well in the main lesson are challenged by being given activities which require a greater depth of understanding.
- Lessons will have episodic ping pong style teaching where children and teachers will discuss and share throughout.
- Longer time will be given to each topic of the Maths curriculum to ensure sufficient depth of understanding.
- Adaptations will mainly be through depth and scaffolding rather than through tasks. Generally, children will not be given different activities to complete.
- Teachers and TAs record attainment through TA, flash back 4 questions and termly NTS/PIXEL tests in line with the whole assessment policy.
- The school focuses on formative assessment first and foremost and uses assessment criteria to judge how well individuals and groups of individuals are secure in learning and to identify gaps and barriers.
- This allows for the swift identification groups of pupils in danger of not meeting age-related expectations or for whom progress has slowed, enabling the school to identify and implement suitable provision.
- Termly summative assessments and Pupil progress meetings are held also to action and plan next steps.