

At Cholsey Primary, we follow the 'Teaching for Mastery' approach when delivering the statutory mathematics programme.

Teaching for Mastery is an approach that has been developed by lengthy research into the elements for maths teaching that is so very successful in places such as Shanghai. In 2014, the government began investing heavily in the training and development of teachers across the country; a project that we at Cholsey School have been involved in for the last 2 years.

Mathematics teaching for mastery rejects the idea that a large proportion of people 'just can't do maths.' It encourages the attitude that we all learn through hard work and that making mistakes is a crucial part of learning, not evidence of failure.

A particular focus is placed on moving all the children forward together. Differentiation looks very different to before. You are less likely to see children working on different tasks, but more subtle forms, such as resourcing, reasoning and careful use of questioning, allows children to be supported or stretched.

More time is spent on each area of mathematics, with a focus on making connections and thinking mathematically. Fluency with number facts is hugely important; the children are encouraged to gain this through a deeper understanding of the underlying concepts of the number system, rather than learning by rote. Reasoning and problem solving form part of our everyday maths teaching and the children are encouraged to 'journal' to display their deep and thorough understanding.

Mathematics is fundamentally an abstract concept and part of the TFM approach is to build understanding of this using concrete resources and pictorial models. These help children to make sense of the number system from recognising the symbols we called numbers in Foundation stage, to multiplying fractions in Year 6.