



**Our school is adopting a Mastery approach to mathematics.**

**We use the Maths No Problem scheme from Year 1 to 6, supplemented by various other mastery materials.**

**Underpinning the use of these materials are the key points as described below.**

**What can you expect?**

<u>Structure of our classes</u>	<u>Structure of our learning</u>
<ul style="list-style-type: none"> <li>• A Mastery approach rejects the idea that some children 'can't do maths'. We accept that all children can achieve well in maths.</li> <li>• Children will support each other's learning in mixed attainment pairs.</li> <li>• Children will use carefully chosen equipment to represent mathematical problems to expose mathematical structures.</li> <li>• Children can talk about and explain the mathematics they are learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Our whole class lesson is 30-35 minutes, followed by 20 minutes of independent practise time and a 10 minute plenary.</li> <li>• Our learning uses a Concrete Pictorial Abstract model.</li> <li>• Through careful lesson planning, all children are on a learning journey together from a shared starting point through small coherent steps that are achievable by all.</li> <li>• The whole class is taught mathematics together. The learning needs of individual pupils are addressed through careful scaffolding, skilful questioning and appropriate rapid intervention, in order to provide the necessary support and challenge.</li> <li>• Our tasks are not differentiated. It is expected that all children will access the learning through appropriate support and skilful questioning.</li> <li>• SEN children are given personalised outcomes.</li> <li>• Carefully devised exercises employing procedural and conceptual variation are used. These provide <b>intelligent practice</b> that develops and embeds fluency and conceptual knowledge.</li> <li>• Challenge will be available to all through opportunity for deep learning, reasoning and open ended challenging problems.</li> <li>• The reasoning behind mathematical processes is emphasised. Teacher/pupil interaction explores in detail how answers were obtained, why the method/strategy worked and what might be the most efficient method/strategy. Difficult points and potential misconceptions are identified in advance and strategies to address them planned.</li> </ul>

We love to talk about our Mastery journey – please come and ask if you have any questions!