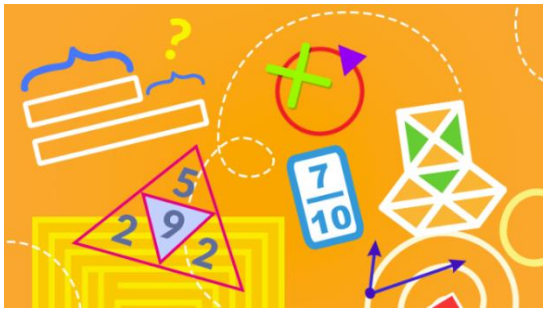
Maths Mastery.



A new way of thinking and teaching.

Teaching maths for mastery is a key priority of the Government's education reforms and is reflected in the 2014 English national curriculum for mathematics.

Why use the mastery approach?

Teaching for mastery looks to build confidence in learners and should enable more children to achieve expected standards in maths. When teaching maths for mastery, the belief is that all children can achieve, so the whole class moves through topics at broadly the same pace. Each topic is studied in depth and the teacher does not move to the next stage until all children demonstrate that they have a secure understanding of mathematical concepts.

Time to think deeply about the maths

Students are given time to think deeply about the maths and really understand concepts at a relational level rather than as a set of rules or procedures. Concepts are built in small, logical steps and are explored through clear mathematical models and images. This slower pace leads to greater progress because it ensures that students are secure in their understanding and teachers don't need to revisit topics once they've been covered in depth.

Builds self-confidence in learners

In a traditional primary school maths lesson, children are put in different groups and given different content based on their anticipated ability. This means that from an early age children are classed as those who can and can't "do maths". Teaching maths for mastery is different because it offers all pupils access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils.

Differentiates through depth rather than acceleration

Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for differentiation. Unlike the old model, where advanced learners are accelerated through new content, those pupils who grasp concepts quickly are challenged with rich and sophisticated problems within the topic. Those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on. This makes maths accessible to the majority of children. Any misconceptions are quickly tackled through intervention.

How can I help at home?

You can continue to help your child by talking about maths positively at home. Support children with any activities they bring home. Try to use the methods and models being used at school, so that they do not become confused.

Ideas –

Make the most of shopping trips and other outings – talk about spending money and calculating change. Does your child understand the offers on signs in shops?

Maths also includes topics like shape and measure. Can your child recognise shapes in their everyday surroundings? Can they tell the time or use weighing scales?

Think about how you can involve your child in everyday problem solving. You may be planning a party or cooking dinner. Many tasks involve sharing or using fractions!