Teaching for Mastery Lesson Design at

Church Vale Primary School

A Primary Case Study

Teaching for Mastery Lesson Design Work Group

One of the biggest challenges facing schools as they adopt a teaching for mastery approach is how to design lessons. Working collaboratively with practitioners from across the East Midlands the project, we began by identifying the key features of mastery, before exploring a route through a lesson, that allowed teachers to link these together in a coherent manner. Essentially we were looking at how to turn theory into outstanding classroom practice. Though our research often went much wider than what is captured here in these case studies, each participating school was asked to focus in on one aspect of lesson design, how it has been incorporated into classroom practice, and the impact it has had on learners.

Overview

Joy Nicholson is the year 3 teacher and maths co-ordinator at Church Vale Primary School. Joy took part in the Mastery Lesson Design programme throughout 2017/ 2018. As Joy had recently taken over the role of maths co-ordinator within her setting she felt that this programme really enhanced her confidence when leading and teaching maths with a mastery approach. The programme enabled Joy to really look deeply into what mastery means to children and how to plan for this within lessons.

"If I am completely honest maths was not one of my favourite subjects to teach before this project. However, I now feel confident and excited about teaching maths. It has generated a new love and understanding of the subject"

What we did at Church Vale

Firstly, Joy decided that in order to be able to introduce this way of teaching to the other members of staff at her school she needed to plan and deliver maths in this way within her own classroom and teaching. She began to plan and deliver her lessons following the mastery lesson planning structure (anchor task – guided practice – independent – golden ticket). In the beginning this took a fair amount of time to implement but it soon became everyday practice.

Focus:

She decided that the best way to introduce this to staff would be to introduce it in small chunks rather than over loading them with too much information all at once. She was given a slot within a staff meeting and focused mainly on **anchor tasks** to start lessons. She showed the staff examples of anchor tasks she had done within her lessons and spoke about the reasons for an anchor task and the benefits she had found. Some of these included: -

- The children try first and then learn through feedback.
- Children have the chance to figure out what they are going to be learning about.
- Gives ALL children a chance to shine! You might be surprised by what they can do.
- Starting with a reasoning or problem solving task. Why not?
- Hopefully builds independence and willingness to have a go. No more "I don't get it!!"
- Give a chance to catch any misconceptions early.
- Builds their confidence and gets them ready for the learning ahead.

The staff seemed enthusiastic about this and were keen to go and give it a go within their lessons.

Impact

Joy received mainly positive feedback from members of staff within her school. Teachers liked that it gave them an opportunity to address misconceptions from the start and they also seemed to like that all children could 'have a go' whatever their ability. Joy asked the teachers to provide feedback on their findings and this is what some of them said…

The year 5 teacher wrote: -

- It has encouraged independent thinking from the very beginning of the session

- Pupils have displayed aspects of resilience in attempting the tasks
- It has thrown up some misconceptions very early on in the lesson which have then been able to be addressed during the teaching inputs and discussions
- It has maybe helped pupils understand why we're learning what we are about to learn – because they can see the kind of question we need to be able to answer.

The year 4 teacher wrote: -

Since I started working in Church Vale, I have implemented "Mastery maths" in my lessons.

I normally use a "anchor task" at the beginning of my lessons that provides an opportunity to students to activate prior knowledge before the lesson is introduced. I have found that all the students collaborate and ask questions of each other. They also make connexions and think logically to apply what they know to solve a problem with a partner or a small group. Whilst the students work, I get the chance to determine which students had mastered how to work it out and which students will need support.

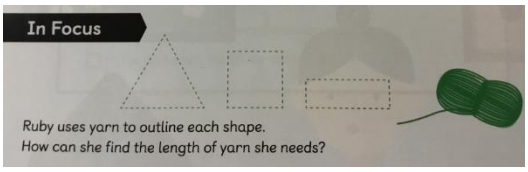
The year 1 teacher wrote: -

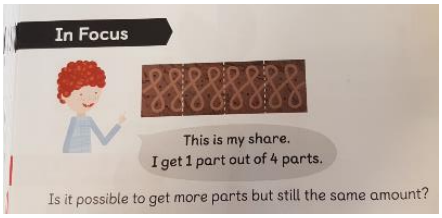
We've had a go at the anchor tasks and we really like them. Most of the time the children are where I think they would be but a couple have surprised me. In the past, I've felt like the learning objective was a little bit redundant with the children in year 1, but the anchor task and discussion of the objective enables the children to make more links to the learning.

The feedback was positive and the teachers will continue to use these to enhance and aid their lessons.

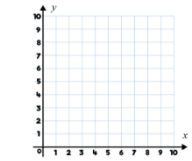
Examples of anchor tasks used:

Miss Nicholson went on a shopping spree in London, and bought four pairs of shoes. Each pair cost £26. How much did she spend in total?





Anchor Task
Lesson 1

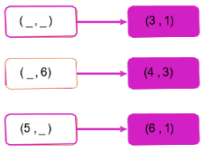


Tanya is finding co-ordinates whose digits add up to 8.
For example: (3, 5) → 3 + 5 = 8

Find all of Tanya's co-ordinates and plot them on the grid.
What do you notice?
What would happen if the digits summed to other numbers?

Anchor Task
Lesson 5

Some coordinates have all been translated in the same way



Can you work out the translation and the missing coordinates?

Summary and next steps

The next steps for Church Vale will be to implement the next part of the planning process. The staff will be introduced to guided practise and how this could look within a lesson. Joy would like them to include examples of 'what it is not' within their lessons next. For example, in fractions show the children what halves look like and then show them what halves do not look like. "To understand what something is you need to see what it is not. To know an elephant you need to see a rhino"

More Information

For more information about this project, or other workgroups and opportunities available through the East Midlands West Maths Hub:
Visit our website: http://www.emwest.co.uk
Follow us on Twitter: EM_MathsHub
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