Teaching for Mastery Lesson Design at OVERSEAL 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 what is captured here in these case studies, each participant 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

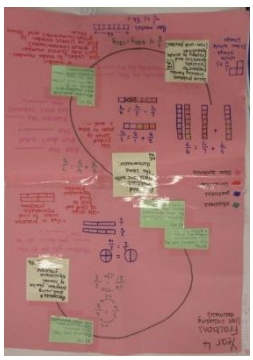
Laila Riggott is the maths lead at Overseal Primary School in South Derbyshire. Laila took part in the East Midlands West Maths Hub Teaching for Mastery Lesson Design Project in 2017/18. The Lesson Design Project has allowed her the opportunity to develop and enhance the confidence and ability of teaching staff in the planning and teaching of mastery maths across all years. This in turn, has led to more confident and able learners in maths. She explained:

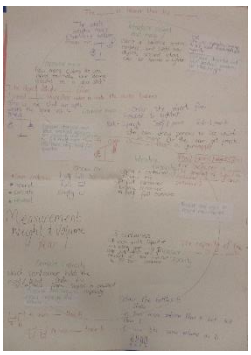
"Through staff meetings I was able to gain an insight into how teachers went about their planning and the thought process that went into it. By including the use of stem sentences and generalised statements in our planning and teaching, as a school, we have seen our pupils show greater independence and ownership of their learning in both Key Stages."

What we did at OVERSEAL PRIMARY SCHOOL

After the initial training day, Laila returned to school and fed back to teachers, leading a staff meeting. They explored the features of a mastery maths lesson and how, as individuals, they planned for their classes.

Whilst all teachers used the White Rose Maths Hub plans and had a clear idea of what mastery is and how this concept translates into classroom learning, very few teachers approached planning in the same manner. Neither were all teachers consistent in their use of stem sentences and generalised statements to enhance their teaching, nor the learning of their pupils.





At the meeting, it was agreed that teachers from consecutive year groups would plan their next unit of work together. This would allow them to see prior and subsequent learning. All plans were to follow the 'S' plan approach and needed to include examples of stem sentences and generalised statements that could be used to enhance teaching and learning.

These plans were then used by teachers and put into practise within their classrooms, with a focus on stem sentences and generalised statements. These were highlighted and specified in planning, and the expectation was that they would be evident in children's books, so that they could be a point of reference for both teachers and pupils.

A survey of both teachers and pupils, at this point, showed that 50% of staff were only 'somewhat confident' in the planning and use of stem sentences and generalised statements to aid teaching and learning, and the minority of pupils from across the Key Stages felt confident in expressing their understanding in words.

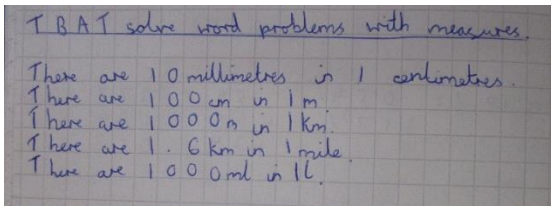
The next step was to deliver the lessons and introduce stem sentences and generalised statements into everyday teaching and learning.

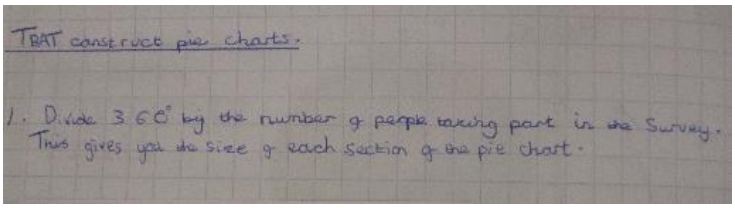
This approach has been adopted across all year groups, including verbally in Reception. Teaching plans and children's books clearly demonstrate that staff have embraced the idea of using stem sentences and generalised statements in their lessons, whatever the topic.

Impact

Teachers:
At first, pupils found it somewhat tricky to write a generalised statement about their learning, yet within a very short period of time, they were better able to condense and summarise their learning. The stem sentences were seen as a puzzle initially and children enjoyed filling in the blanks, though it clearly made them think and process their learning more fully. Teachers have also noted a significant increase in their pupils' ability to take ownership of their learning and that they have become more independent learners, particularly in Upper Key Stage 2. They are using the generalised statements and the stem sentences they have written as a point of reference and are turning back through their books to find evidence and work which will help them in new learning or problem solving (this was particularly noticeable in shape and measure). It also allows teachers to clearly monitor progress and understanding of their pupils.

Pupils:
When asked, the vast majority of pupils have commented that the generalised statements and stem sentences help them in their learning. They comment that it makes them really think about what they have learned and what they need to do to be successful in that particular lesson or area of maths. It was pleasing to see also, that without prompting, pupils in Upper Key Stage 2 in particular were returning to the stem sentences or generalised statements they had written in previous lessons as an aid or a reminder to help them in subsequent lessons.





Alice, Year 5 teacher:

"The use of generalised statements and stem sentences has really helped Lower Attaining pupils and the Lower Middle Attaining pupils, in particular. They help to clarify the learning for that lesson and focus their attention on the maths they need to use for that session. I will definitely continue to incorporate these in my future planning and teaching."

C, Year 6 pupil:

"The stem sentences are good because you can turn to them when you are stuck."

H, Year 6 pupil:

"The generalised statements we wrote have really helped me when working out denominators to order fractions and make equivalent fractions."

Summary and next steps

Overseal has developed its planning for the teaching of mastery maths. Teachers feel more confident in their ability to plan for the inclusion of generalised statements and stem sentences and have seen a marked improvement in both their own focus, in terms of planning and delivering lessons, and also in their pupils within lessons. Children are being encouraged (and indeed are keen) to use these as tools to aid their learning. Overseal will continue to build on this development and will ensure that both generalised statements and stem sentences are an integral part of our teaching and learning in mastery maths.

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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