Teaching for Mastery Lesson Design at Stanhope 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, 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 is one aspect of lesson design, how it has been incorporated into classroom practice, and the impact it has had on learners.

Overview

Karen Martt is a Year 2 teacher at Stanhope Primary and Nursery School. Karen took part in East Midlands West Maths Hub Lesson Design Project in 2018. This project has allowed her to develop and improve the provision of mastery lessons in Year 2 and this has now been extended into the two Year 1 classes. She explained:

"Being able to meet and discuss the design and provision of mastery lessons with staff from other schools, as well as the specialists, has been particularly helpful. It has helped me to make small changes to my planning, in particular to my flipcharts, that have had a positive impact on the children's learning in Year 2."

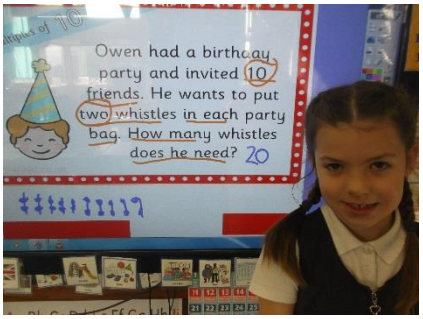
What we did at Stanhope

Having introduced the Mastery approach in some Year groups the previous year, we were keen, as a school to extend this across all Year groups. Having observed a variety of Mastery lessons previously Karen was able to take something from each of these, but she found the Shanghai lessons and the structure and coherence of their flipcharts particularly useful.

Karen set about creating sequences of detailed flipcharts, mirroring the questions/activities the children were given for her lessons. Then, following her attendance at the Lesson design group, she has improved these in a number of ways to enable both children and other staff to follow them and enhance the learning for all pupils.

Some of the improvements made were as follows:

- Printed out small copies of relevant pages of the flipchart for the children to have in front of them and work from, either in jotters or in their books. This particularly helped those children who find it difficult to work from the board;
  "You don't have to copy off the board and keep lifting you head up."
  "People can get to see how you work it out."
- Used a larger size and different coloured fonts to make them easier to read, especially children with dyslexic tendencies;
  "It helps me know which one to do."
  "You can get confused if it's the same colour."
- Used the names of children in the class and topics that they were interested in, e.g. Pokemon;
- Used different representations, e.g. bar model, number sentences, pictoral, etc to model different methods of working out the problems;
- Introduced Stem sentences;
- Took photos of children's working/explanations on the IWB as evidence for assessment.

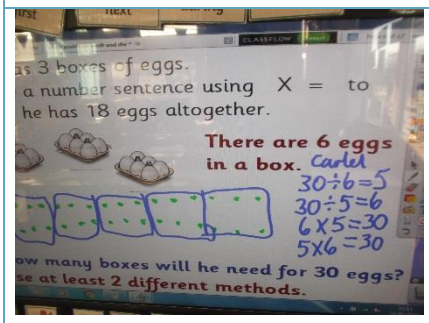


What the children did.

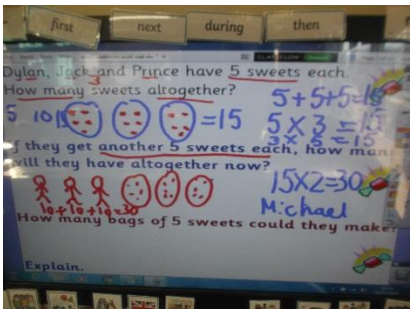
Children were able to show and explain their methods. We were then able to discuss which methods were most efficient and also any misconceptions.

"I like it because people can copy off my ideas."
"If you are stuck it gives you ideas that you can do in yours."
"It helps you because some might do it a hard way and some do it an easy way."

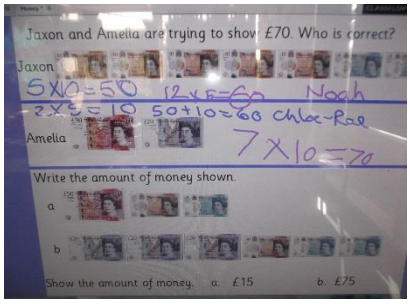
Some children chose to use pictorial methods.



Some used pictorial and number sentences and then made their own links.



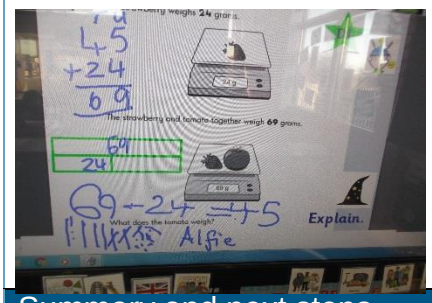
Some counted, some made pictorial representations, some used repeated addition and some multiplication. We could then discuss which methods were the most efficient.



Some used multiplication making links.

Noah could see that £10 + £10 + £10 + £10 +£10 + £5 + £5 = 12 x £5

and £50 + £20 = 7 x £10.



The children really enjoy showing off their different methods and their ability to explain their thinking is improving all the time.

Summary and next steps

Mastery is now embedded in Year 2, but we are continually looking to improve our planning and delivery. Teachers in KS2 are also developing their lessons in the Mastery style. In Year 1 the teachers have now totally embraced the Mastery approach. They are very excited about how the children have responded.
"The children love it and it makes the progress from the start to the finish of the lesson so evident."
We now look forward to EYFS joining the rest of the school on our Mastery journey.
As a school we now need to share good practice, look at providing a bank of quality resources and continue to develop 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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