Teaching for Mastery Lesson Design at

Claremont Primary and Nursery School

A Primary Case Study

Teaching for Mastery Lesson Design Work Group

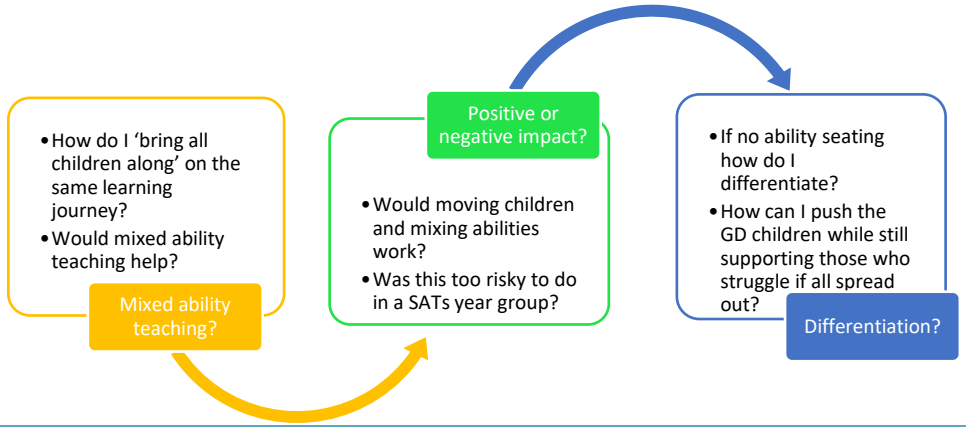
One of the biggest challenges facing schools as they adopt a teaching for mastery approach is how to design lessons. Working collaboratively with practitioners from across the East Midlands the project, we began by identifying the key features of mastery, before exploring a route through a lesson, that 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

I am the co-maths lead at Claremont Primary and Nursery school. We are an inner city school in the centre of Nottingham with approximately 450 pupils. Claremont Primary introduced the mastery approach to teaching mathematics in 2016 and began to see an increased understanding of what reasoning involved in every day maths lessons.

As maths co coordinator I wanted to develop this further in 2017 by improving the children's confidence when explaining their process, representations and approaches to other, teachers and peers. We therefore focused on research that supported collaborative learning, using CPA to support their learning and , to have a positive impact on pupil progress.

What we did at OVERSEAL PRIMARY SCHOOL



Impact

- Increasingly confident with sharing their thinking with peers.
- Began to enjoy working with new people and actively asked their peers sat around them if they could share their representations or their thinking with them.
- Peer teaching naturally became a by-product of this process with many of the class getting up to model their process to one of their peers who was struggling with a particular concept
- The fact that I had moved them (and regularly moved them about the classroom according to assessments within that topic) made some children unsure at first.

Recommendations for other teachers

- Allow children time to explore ideas at a deeper level through discussion and CPA.
- Model a range of the children's ideas to support all learners using clear examples of CPA
- Use AFL effectively to support learning during lessons and ensure you are challenging GD children sufficiently
- Scaffold discussions and model ways to structure explanations using stem sentences
- Pre teach model – Fantastic to support mixed ability and 'move everyone along'

Background

Across the year groups, we still, through habit, organised our classrooms and our seating arrangements according to ability for maths lessons.

As many primary practitioners are aware, the mastery maths approach focuses on how we can bring all learners along at the same pace. I questioned how I could do that when I still organised the children according to the "old school" method of setting by ability. I wanted to see how the mixed ability approach would impact the children's learning during maths and if the ability to discuss and share ideas between children who would previously have been labelled 'low ability' or 'High ability' would positively impact the children's mathematical development.

Before implementing the change I researched several different projects, some had had positive outcomes and others which had found and overcome a range of pitfalls in the process. I tried to take what advice I could from these and apply it to my maths lessons. **(Dabell.J, 2018, What Every Leader Should Know About Mixed Ability Teaching [Mastery], Collins,T Removing setting from maths teaching in a three-form entry primary school)**

Mixed ability

I agonised over and carefully chose to seat children who were assessed as greater depth next to those who were working in secure and those who were working at a secure level next to those who were developing and emerging. This was based on case studies I had read (above) stating that this had proven to be the most effective grouping. I continued to promote the importance of reasoning and discussion during lessons, sharing ideas of different ways to represent mathematical thinking and ways in which to explain the mathematical thinking process they had gone through.

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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