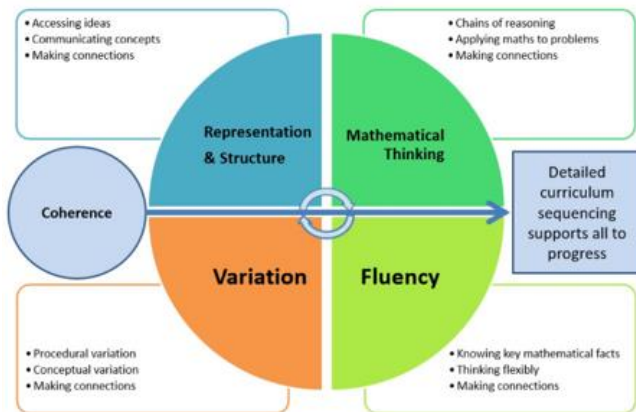


## Teaching for Mastery



# Maths @ ESP



### What learning looks like:

- **Positive, enthusiastic attitudes** towards Maths demonstrated by staff and emulated by children.
- **Retrieval practice** starter at the beginning of each lesson to revisit learning from last lesson, last week, last unit and last term to help learning 'stick'.
- **Key Learning** for the lesson will be shared with pupils and vocabulary will be explained.
- The **learning journey** will be shared so children know how this lesson links with the ones before and what is to come after.
- **CPA** approach used. **Manipulatives** to be used with all pupils to teach concepts, and then be available throughout subsequent lessons.
- **Representations** to be used consistently to support the use of manipulatives.
- **Variation** will be used to help children understand what it is, and what it is not.
- **Ping-pong** style of learning whereby children's cognitive overload is being reduced.
- **Blooms questioning** planned for, displayed during teaching, and used throughout lessons by both staff and pupils.
- Focus on oracy in lessons. **Rich mathematical language** used throughout lessons, with opportunity given to children to talk mathematically and explain their thinking.
- Opportunities for **all pupils** to engage with **reasoning and problem-solving** activities.
- No differentiation for the most part. Children are generally not given different activities to complete. Rather, **support and challenge** identified on planning for children who may need either.
- **Stem sentences** used to support learning and expose connections,
- Common **misconceptions are planned for** and addressed.

### Our approach:

- Teaching for mastery approach.
- Use of the **White Rose** schemes of learning
- NCETM **Mastering Number** program used in EYFS and KSI.
- Whole class learning together
- Small steps in learning - depth before breadth
- Use of rich, mathematical language
- CPA approach
- Reasoning and problem-solving for all.

### Use of assessment:

- **Pre-assessment** to be carried out before each unit to identify gaps in learning and which children will require a pre-teaching intervention.
- Children who have been identified in the pre-assessment form a **pre-teaching intervention** group which is carried out weekly.
- White Rose **post-unit assessments** are carried out at the end of each unit and stuck into books.
- Teachers submit data assessing whether children are age related, working towards the expected standard, or working at greater depth at the end of terms 2, 4 and 6.
- Our mastery approach to learning means that teachers constantly use **assessment for learning** to make decisions about support and challenge in their class.
- At the end of each lesson, children **self-assess** their own work indicating the level of support they felt they needed.