

Maths at Tregoze Primary School - The Mastery Model of Learning

At Tregoze Primary School we follow the 'Mastery Learning Model' when we teach maths. This involves spending greater time securing the National Curriculum objectives. Previously, when children were moved through the different mathematical concepts too quickly, it resulted in them having gaps in their knowledge because the concept they had just learnt was either too big or learnt too quickly. As a primary school, it is our duty to ensure that children have an absolutely solid, concrete understanding of maths skills as well as encouraging them to embrace challenge.

Our intention is take learning at a measured pace. This will better ensure no child is left behind as well as providing deeper and richer experiences for children who are grasping ideas quickly. The children are only taught the content from their year group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative with it to really understand (or master) it. Simply going beyond the requirements of their age group does not guarantee they have fully understood something – just that they have heard it.

In essence, this means working towards:

- **Teach less, learn more** – focussed content, evidencing learning and progress;
- **No child being left behind** – the majority of children are enabled to keep up every day;
- **Space and time** – to experience and apply, with all children entitled to additional support to ensure they do not fall behind or to be challenged in their learning and go deeper with their understanding;
- **Understanding real life applications** – wherever possible for learning to be relevant and not abstract, to teach with a clear purpose.

We aim for all pupils to:

- become fluent
- solve problems
- reason mathematically
- have an appreciation of number and number operations

(See Maths Policy for more detail on these aims)

All this means there may be a change in the way we have historically taught and assessed pupils. We will be doing more of this:

- Teaching all pupils in class, together, most of the time
- Verbal feedback during lessons and more ticking of correct concepts
- Spending longer on one idea
- Giving pupils who need it additional support over shorter more intense timescales – ideally same/next day - to prevent gaps in learning occurring
- Giving pupils who need it additional support to challenge them and apply their thinking
- Regular assessments

And less of this:

- Formal marking with lots of feedback and 'next steps'
- Covering lots of ideas in one week or one lesson
- Formal, long term interventions to boost pupils out of class
- Separating in to ability groups
- Formal testing of pupils termly

| Mathematics Lesson (09:00 – 09:45) | |
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| <i>'Learning Together'</i> | |
| <i>'Learning Together'</i> | <i>'Support&Challenge'</i> |

| MOT Session (11:00 – 11:30) |
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| Skills Sessions <i>Arithmetic/Intervention/Practice</i> |
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