

Teaching for Mastery (Primary): What is Greater Depth

NCP18-11c



Overview

Teachers from a number of schools will work together to develop their understanding of how to facilitate activities and questions that provide opportunities for all children to work at greater depth than the expected standard, as and when they are ready for it, within a teaching for mastery context. Building on findings from the 2017-18 project, more schools are being offered the opportunity to explore what it means to work deeply in mathematics. Collaboratively, they will use existing tasks/questions and design their own, to ensure that pupils are not accelerated through the programmes of study but have a deep and sustainable knowledge of mathematics for their age.

Who is this for?

This would be ideal for schools that have previously engaged in Maths Hub teaching for mastery Work Groups or other activities and are beginning to make commitments to sustain this approach in their schools.

What is involved?

Teachers will have an opportunity to reflect on how providing greater depth opportunities for all pupils, differs from 'high ability provision', to evaluate their own practice and make changes using the support and resources of the group. It is envisaged that changes in ethos will allow teachers to make better provision for the needs of all learners in their classrooms but also exercise an influence over the practice of colleagues in their schools.

All pupils will have access to greater depth tasks and questions

Holiday Inn, Southampton 1 – 4pm - travel from the Isle of Wight will be reimbursed	Holiday Inn, Basingstoke 1:15 – 4:15pm
14 th November	15 th November
23 rd January	17 th January
13 th March	7 th March
15 th May	9 th May
19 th June	27 th June

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The wider context

The Maths Hubs network, across England, works on national projects by running local collaborative Work Groups of teachers around national maths education priority areas. One such priority is to embed teaching for mastery across primary schools. Once this has begun to be established, a school may identify a need to make improvements to how teachers can provide opportunities for all children to work deeply and for some children at an even greater depth. The skill of writing and using such tasks is a vital aspect of teaching for mastery.

Work Groups use a common evaluation process, which collectively provides a body of evidence on the project's outcomes. So, your participation in this Work Group will contribute to your own professional learning, and that of your school colleagues, as well as contributing to the improvement of maths education at a national level.

Expectations of participants and their schools

- Participants will be expected to attend all Work Group days over the year.
- Schools will be expected to release participating teachers for the workshops and provide support to enable them to complete gap tasks at school in between workshops.
- Schools are expected to be open to evaluating their existing models and policies, and potentially making organisational and attitudinal changes.

Funding

There is no charge for teachers and schools to take part in this work group. However, £100 will be charged for non-attendance without prior notice.

Who is leading the Work Group?

This work group will be led by Claire Morse, Senior Lecturer at University of Winchester and Linda Storey, NCETM PD lead, a member of NAMA.

If you're interested, what next?

Please contact info@solentmathshub.org.uk or book through our website: <http://solentmathshub.org.uk>