

**TEACHING  
FOR MASTERY  
IN MATHS:  
OPPORTUNITIES  
FOR PRIMARY  
SCHOOLS  
2018-2019**

£1000  
TOWARDS COVER COSTS FOR EACH  
SCHOOL TAKING PART IN A WORK GROUP

1.3 MILLION

DOWNLOADS OF PRIMARY  
MASTERY ASSESSMENT MATERIALS

2000+

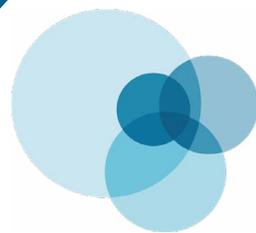
SCHOOLS INVOLVED IN MATHS HUBS  
TEACHING FOR MASTERY PROGRAMMES

£2000

MATCHED FUNDING FOR TEXTBOOKS

MASTERY RESOURCES

UNDER CONTINUOUS DEVELOPMENT ON THE NCETM WEBSITE



# WHY JOIN A TEACHING FOR MASTERY WORK GROUP?

**“The Work Group is a completely different form of CPD. Seeing lessons in practice, and talking about those lessons in detail, is something you rarely get chance to do as a classroom practitioner.”**

JULIET REAN, MATHS LEAD AND YEAR 2 TEACHER AT RAMSBURY PRIMARY SCHOOL IN MARLBOROUGH, WILTSHIRE



**“Children now have a much greater confidence with numbers, and a much deeper understanding of what the numbers are representing. There is much more active learning much earlier on in the lessons. There is greater use of manipulatives and children are now choosing to use equipment, regardless of their prior attainment.”**

DANIEL BOOTH-HOWE, MATHS LEAD AND YEAR 6 TEACHER AT COLEBROOK JUNIOR SCHOOL, SWINDON



**“To any teacher or headteacher considering getting involved with a teaching for mastery Work Group, I would say: ‘do it!’ Even if your school is already in a good position for maths, it will bring your maths as a school to a whole new level.”**

AMY BENFIELD, YEAR 5 TEACHER AT EAST WICHEL COMMUNITY PRIMARY SCHOOL, SWINDON



**“We’ve spoken to the children and they tell us now that they enjoy maths and they like it because they enjoy being able to challenge themselves. So it’s created a buzz around maths in the school, which has been the biggest impact of the programme.”**

TRACY THOMAS, HEADTEACHER AT HORSMONDEN PRIMARY SCHOOL, KENT



**“Initially it improved the quality of teaching of the (two) teachers and gave us a shared vocabulary in terms of improvement in maths. But it’s not just the maths. It’s about a shared pedagogy, creating a resilient staff who improve their lessons from the bottom up. And our results! We got the best maths results in Hastings last year, and our results will be consistently strong now for the next three or four years.”**

CHARLES LINDSAY, HEADTEACHER AT SANDOWN PRIMARY SCHOOL, HASTINGS, EAST SUSSEX



## OPPORTUNITIES

The 35 Maths Hubs across England are seeking to recruit primary schools to take part in a programme of professional development.



## WORK GROUPS

Two teachers from each school will join a Work Group, consisting of six or seven local primary schools. Work Groups (sometimes known as Teacher Research Groups or TRGs) meet regularly to plan, observe and discuss teaching for mastery, and in between meetings the teachers will explore mastery approaches both in their own classrooms and across their school, as well as receiving support from their local classroom-based Mastery Specialist. This model of professional development, involving hands-on learning and peer-to-peer support, is evidence-based and designed to support substantial long-term change. Schools commit to two years development: the first involves working closely with the Mastery Specialist, the second will be more independent.



## GETTING INVOLVED

Places are now available to become part of this exciting programme from September 2018. Visit the NCETM website ([www.ncetm.org.uk/masteryrecruitment](http://www.ncetm.org.uk/masteryrecruitment)) to find out more details.

**ARE YOU A HEAD  
TEACHER WHO  
IS NOT SURE  
ABOUT GETTING  
INVOLVED?**

**HERE'S WHY YOU SHOULD!**

**Where would I find  
the budget to cover  
teachers being out of  
school?**

These Work Groups are free to join and there is funding available to contribute to supply costs for teachers involved. Regardless of a school's size or budget, getting involved in a teaching for mastery programme is possible.

**Surely I need my  
teachers in front of  
the pupils, not out on  
courses?**

Work Groups are much more than a few days of CPD. The time teachers are out of school is far outweighed by the immediate benefits of adopting effective evidence-based teaching for mastery practices in their classrooms and across school. A Work Group is not a course, but a springboard for research-based pedagogical development. Because of the emphasis on school-wide change, heads should consider this an opportunity for teachers with an influence on the school's maths teaching (e.g. Maths Leads).

**I'm just not sure  
about mastery; why  
would I get involved  
in something I'm not  
keen on?**

Mastery is not an educational fad or gimmick. The term is simply a label which refers to children doing maths deeply and efficiently, and already for thousands of teachers, 'mastery' has been a catalyst for deeper thought about their teaching. All teachers want their pupils to be successful and assured mathematicians, and mastery enables this. More information about teaching for mastery can be found at [www.ncetm.org.uk/mastery](http://www.ncetm.org.uk/mastery); the 'Managing Mastery' headteacher interviews may be particularly useful.

**Maths is already  
successful in my  
school – why change  
things?**

Teaching for mastery is not about 'fixing' maths in a school where it is not successful. It is about ensuring that all pupils have fully grasped fundamental mathematical concepts rather than just being taught procedures for answering questions. Even schools with outstanding practice in maths have benefitted from being part of the teaching for mastery programme: all pupils deserve the chance to be the best mathematicians they can, and all teachers benefit from high-quality professional development.

**Why haven't I heard  
about the NCETM or  
Maths Hubs so far?**

Maths Hubs are already working with over 2000 primary schools nationally, and the NCETM has over 300 000 registered users. They are expanding all the time, with more teachers and schools signing up to programmes each year. If you are not yet familiar with their work, visit [www.mathshubs.org.uk](http://www.mathshubs.org.uk) to find out all you need to know.

**Isn't it a huge cultural  
change for a school  
that would just be too  
much with everything  
else we have to do?**

Embracing teaching for mastery can involve a cultural shift, but it is one which teachers and schools who have taken it so far believe to be completely worthwhile. With the support of your local Maths Hub and Mastery Specialists, mastery can take the teaching and learning of maths at your school to a whole new level.