

Intervention in a mastery context

Primary teaching for mastery focused issue

Work Group Information Sheet

NCP 19-13



Overview

Whole class teaching is becoming embedded across schools using a teaching for mastery approach. This Work Group will consider models of intervention in a mastery context to ensure that mathematics teaching has maximum impact for all children. Teachers and leaders will further their understanding of teaching for mastery by using case studies to inform their practice. They will trial an intervention model of their choice, and will document their observations to share with others.

Who is this for?

Schools that have made a significant commitment to teaching for mastery in their curriculum planning are invited to nominate two teachers for the Work Group. It is recommended that schools have participated in a TRG Teaching for Mastery Work Group, but this is not essential. One of the teachers attending the Work Group should be in a middle or senior leadership role (ideally the Maths Lead), with experience and expertise in teaching for mastery.

What is involved?

Teachers in the Work Group will trial an intervention model to research within their own school. Over the course of the year, the Work Group will collaborate to critique, develop and evaluate their chosen model(s) to feed into the national project's conclusions regarding effective models for intervention.

Intended Outcomes

Teachers will develop their knowledge, using case studies and research to choose an intervention model within a teaching for mastery context, which they will trial in school. Through contribution to the national evaluation, findings from teachers' classroom-based research will form part of a national picture of best models for intervention.

Schools will review the impact of their current practice and have the opportunity to explore other models to help fulfil the "expectation that the majority of pupils will move through the programmes of study at broadly the same pace" (National Curriculum for Mathematics, 2014). Swift and timely interventions will enable most pupils to 'keep up', reducing the need for 'catch up' interventions.

Intervention: primary teaching for mastery focused issue

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 maths teaching for mastery across primary schools. In adopting teaching for mastery, schools have embedded whole class teaching as a method of delivery. Intervention, allowing pupils to keep-up, rather than catch-up, is a fundamental component of successful whole-class teaching in a teaching for mastery context. Schools have individually been developing different ways of providing this and national projects in 2017/18 and 2018/19 have begun to collect evidence on models of intervention.

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

Expectations of participants and their schools

Schools will have adopted teaching for mastery and are expected to support and facilitate an agreed intervention model throughout the year.

Participants will attend one workshop day per term, and undertake in-school work to:

- learn about different models of intervention and related research/school experiences
- implement one model in their own school
- report back to the group and compare impacts with other schools.

Interventions in the school may be observed by the Work Group Lead during the year, as part of their supporting work.

Funding

There is no cost to schools for this work group and all sessions and resources are free of charge.

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Who is leading the Work Group?

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If you're interested, what next?

Please email NNWmathshub@queenkatherine.org to register your interest

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