

Welcome
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How do we truly sustain Teaching for Mastery in our schools?

What are the practical tips for ensuring that barriers to sustaining change are removed?





Previous School:

- Inner city London
- Primary
- High PP

St. Mary's:

- Large Primary school
- Low PP
- High staff retention

Support schools:

- High PP
- Federation of schools

Limpsfield Infant School

- 2 form Infant
- Low PP
- Falling roll
- Unsettled leadership
- High staff turn over

Talavera Junior:

- High mobility
- High EAL
- High SP/PP
- Large Junior School – 3 or 4 form entry

Background and contexts of our settings



Sustained Implementation:

Focus 2023-2024

- Significant increase in use of mathematical language (teachers & pupils) to support development of reasoning skills
- MTP -Teaching sequences that make connections so that children make connections
- Implementation of number sense and improved fluency
- Immediate intervention – all children ready for their next lesson

Focus 2024-2025

- Further independence within problem solving
- Maths multiplication fluency
- MTP refining
- Staff training – for new teachers and LSAs

How do we truly sustain Teaching for Mastery in our schools?

Bald - National Curriculum objectives Not bald- Ready to Progress document		Year 4 Medium Term Plan - Maths	
Phase 1			
Domain: Place Value			
<p>Revision year 3</p> <ul style="list-style-type: none"> • I can decompose any two-digit number using standard and non-standard partitioning • I can add and subtract across 10 • I am secure in addition and subtraction facts that bridge 10 through continued practise • I know that 10 tens are equivalent to 1 hundred • I know that 100 is 10 times the size of ten • I can identify and work out how many tens there are in three-digit multiples of 10 • I can recognise the place value of each digit in a three-digit number • I can compose and decompose three-digit numbers using standard and non-standard partitioning • I can reason about the location of any three-digit number in a linear number sequence • I can identify the multiple of 10 and 100 before and after any three-digit number 	<p>New learning- IPEs:</p> <ul style="list-style-type: none"> • I can use column method to add and subtract 3-digit numbers - revision from year 3 • I know that 10 hundreds are equivalent to 1 thousand and that 1,000 is 10 times the size of 100; I can apply this to identify and work out how many 100s there are in other four-digit multiples of 100 • I can recognise the place value of each digit in four-digit numbers using standard and non-standard partitioning • I can reason about the location of any four-digit number in the linear number system including identifying multiples of 1000 before and after • I can round any four-digit number to the nearest 10, 100 and 1000 • I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value • Orders and compares numbers beyond 1000 • Counts backwards through zero to include negative numbers <p>Visualisation:</p> <ul style="list-style-type: none"> • Part whole model to show partitioning in a standard and non-standard way • Bar model to model the partitioning of numbers 	<p>Resources to support learning:</p> <p>Numicon can be used to support children with number bonds to 10.</p> <p>Tens frames with place value counters to support children to understand that 10 of something fit into...</p> <p>Dienes to show children the relationship between numbers and what 'ten times bigger' looks like.</p> <p>Number lines to show children the position of numbers including negative numbers and how to round to the nearest multiple of...</p>	<p>Common misconceptions:</p> <ul style="list-style-type: none"> • Finding the multiple before or after the number which needs rounding for example multiple of 10 before 64 is 50 • Not understanding the relationship between tens and ones for example not knowing that 13 tens is equivalent to 130 ones • Not having a secure understanding of the structure of numbers and not understanding what a number is made up of • Non-standard partitioning being inaccurate because of basic addition and subtraction facts



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Sustained Implementation:

Focus 2023-24

- Introduction of mastering number
- Using the size of our year teams to help the induction of new staff in teaching for mastery
- Times Tables Rock Stars
- Focus 2023-24 St Mary's
- New Power Maths – following White Rose 3.0
- Embedding Mastering number
- Mastering number year 4 and 5 pilot – ‘multiplicity’
- ‘Sneaky peaks’ PP research project

Focus 2023-24 Limpsfield – sustaining ‘reboot’ around White Rose 3.0 because:

- Maths leader leaving
- 50% change over in class teachers
- Two ECTs





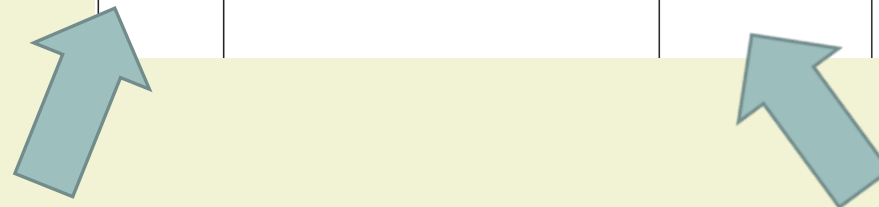
How?

- Key drive in SIP and Subject Evaluation



Strand 7	AfL to be used as the focus for all intervention. Focus teachers to use AfL as base for closing the gap for national standard. All PPA teachers' same responsibility to signpost intervention. Early work in all classrooms focused and ensuring 'catch up' re core subjects. Completing any misconceptions from previous day.	Intervention impacts on progress linked to class learning. Intervention mainly in class. If out of class, different children, closing the gap. Year group leaders to oversee.	CT Year group leaders LSA	ALL YEAR	AFL at the centre of intervention. % children at National Standard increase 15% LKS2 Greater Depth 20% UKS2 Greater Depth	All signposting, - Ensure all PPA signposting too. All classes embedded early work. AH modelling ECTs. Summer 1: AfL happening in all classrooms. Interventions running daily in pm and EMW
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Strand 13 Sustaining	Maths - subject knowledge development; maintain new staff and further reflection. ECTs. LSA subject knowledge development. AH - focus teaching program for support	Maths Specialist teacher - TT DH HT to TT external specialist Maths Hub training with PH	PH / AH DH HT	On going	Improved teaching and learning - % increased Outstanding.	2022-23: key area of development with additional maths CPD required for all staff-completed, including team teaching and staff meetings. Whole SLT/ School focus.
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Subject Quality Evaluation 2022-23 - Maths (SCHOOL BASED)

Implementation				
Objective	Success Criteria	Action	Lead Person	Resources
Quality of Teaching and Learning (environment for learning, resourcing and materials)				Time/Cost
<p>To ensure all teaching of maths is at least good with the majority of practice being outstanding</p> <p><i>(70 % outstanding 30% good with outstanding elements) - TBC following most recent observations</i></p> <p><i>The ones yet to be highlighted = need to conduct quick planning and book look; also discuss with chdn during pupil conferencing w/c 19.06.23 & 26.06.23</i></p>	<ul style="list-style-type: none"> • Teachers use a range of representations, models and images when planning • Teachers deliver engaging inputs and plan rich task which encourage a growth mind-set and a passion for the subject • Develop subject knowledge of all teachers and LSAs so that misconceptions can be addressed in lessons through split inputs and through marking • Mental maths sessions are used effectively and follow the structure of for a minimum of a week • Teachers model correct use vocabulary on flipcharts and in dialogue • Teacher marking is focussed on addressing misconceptions and errors • Immediate intervention is used rigorously to address misconceptions 	<p>Lesson Observations</p> <p>Monitoring forms</p> <p>Learning Walks</p> <p>Book Looks</p> <p>Planning scrutiny</p> <p>Team teaching: - ECTs + other experienced teachers who may require additional</p>	<p>Autumn 1: Joint informal observations <u>LC, AWr, Awi, AH</u> Week beginning 19th September</p> <p>HP informal observation: <u>LM, FM, HC, JB, GR, HPop, PH</u></p> <p>PH informal observation:</p>	<p>No cost-LSAs to cover PH and HP out of class Tuesday</p> <p>CL to cover PH on LSA training (no additional cost)</p> <p>Team teaching to be completed by HP in Autumn</p>



Immediate Intervention

Staff Initial:



How do we truly sustain Teaching for Mastery in our schools?

How?

- Achieved through significant CPD maintained through Hub programmes (mastery specialist and other staff) and in-school training led by Mastery specialist
- Training all staff; crucially, this included LSAs from the beginning
- Regular training and PDS, CPD weekly for LSAs (short, bitesize subject knowledge)



How do we truly sustain Teaching for Mastery in our schools?

How?

- Whole school culture of mastery
- Sharing best practice within school - collaborative process
- Encourage teachers to observe one another; plan together, discuss learning and share successes and challenges
- CPD opportunities for all



How do we truly sustain Teaching for Mastery in our schools?

How?

- All stakeholders invested
- Seeing the progress and impact
- The quality subject knowledge and training
- Professional conversations and dialogue



How do we truly sustain Teaching for Mastery in our schools?

Mastery Specialists within School

Support improvements in teaching and learning

Keeps school up-to-date with latest advances in pedagogy

Informs and develops SLT vision and SIP

Providing support to meet challenges within the school context

Creates and leads high-quality CPD in school – staff meetings and INSET

Quality, research driven support

Hub engagement

Provides CPD and supports CPD

Programmes are varied, so you can access different training according to need and which part of the journey you are on

Eg Year 5-7 transition group or SEN group

Supports the school in meeting its changing needs as Mastery is developed

CPD needs to be continuous – there is no end to the journey so CPD needs to adapt eg SKTM for ECTs and LSAs

“I don’t have time to change my curriculum: OfSTED are due!”

“What about staff well-being? The change is so significant.”

“My results are good; why change?”

“I’ve been doing it for a year but nothing’s changed!”

“I don’t have the budget to buy all the necessary resources.”

“My staff turnover is significant and I can not sustain the provision.”

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.

Margret Mead

Problem solving
BUT...

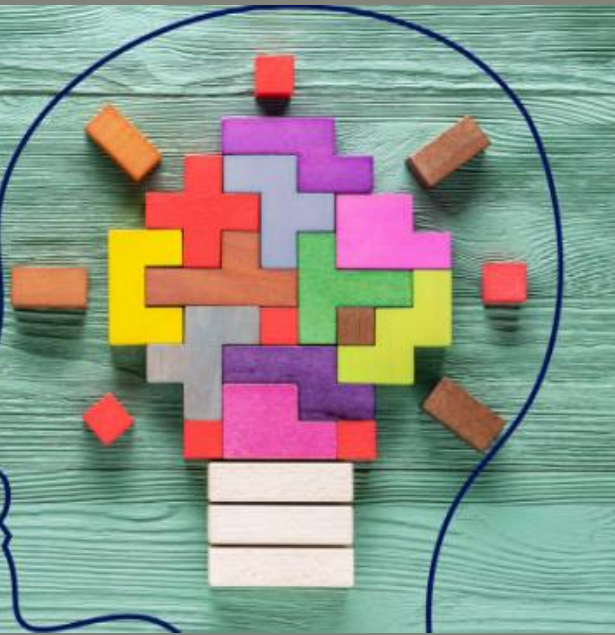




Practical Tips

1. Promote a culture of openness – we are all learning together
2. Embed the principles into the school's culture and learning ethos
3. Celebrate successes and include a few quick wins
4. Make yourself accountable – SIP, governors
5. Solutions-focused approach and growth mindset
6. Utilise the Hub and the NCETM
7. Give teachers time
8. Share successes and lessons learnt

Barriers that subject and school leaders face ?



Question and Answer