

# NW1 Maths Hub - Primary

## Teaching for Mastery

### Readiness Case Study



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**Mastery Readiness is the first stage of the Primary Teaching for Mastery journey, and we received the below information from a South Manchester primary school who began their work with Mastery during the 2021 - 22 academic year. This testimony highlights the brilliant impact Teaching for Mastery has on schools, staff and pupils and the process undertaken by the school to embed this approach.**

"Our primary school is a new school and 2021 - 22 was the first year we have had a full school. Until now, maths has not been a priority on our SIP as KS1 results were good.

We received an invitation to join the Teaching for Mastery Readiness programme and our Headteacher was keen for us to be involved. We had talked about Mastery over the past three years, and had been to visit a school using the approach. At the time, our Reception and KS1 staff were teaching maths through guided small groups and continuous provision. The SLT considered carefully how to balance this small group approach with the need to incorporate the theory behind Mastery, such as whole class teaching and same day catch up interventions.

We entered the Teaching for Mastery Readiness programme knowing we needed to make some changes, but not really knowing where to start or what to prioritise. After the first session as participants on Mastery Readiness, we started small. We collected staff opinions about maths teaching and their views on their own subject knowledge. We revisited the "Concrete Pictorial Abstract" model with staff and implemented equipment trays in KS1 to encourage children to select and use manipulatives more freely.

After the first term, we took one of our SLT to see a Reception lesson followed by a discussion with our Work Group lead about how to make mastery work in our setting. We then returned to school and debated the pros and cons of buying into a scheme, particularly to support our young staff with CPD and planning. KS1 began trialling mixed ability groupings and KS2 continued to embed Mastery teaching, rather than beginning with differentiation and therefore always producing three activities at different levels.

This has been a learning curve. KS1 staff, in particular the Teaching Assistants and Classroom Support staff, have found the transition quite hard. We are aware of the need for more CPD to develop both the concepts and skills necessary to implement this successfully. It has been a big shift for teachers to see that you can challenge and stretch children without differentiating the tasks. The children in KS2 have adapted very well and are really growing in working with talk partners, using journals and showcasing their independence in their learning.

We considered both Maths No Problem and Power Maths and together with SLT made the decision that Power Maths would be a logical progressive step for our teachers, who were used to working with white rose. We decided to start across school in September. SLT also agreed, having looked at research and evidence, that we could move towards whole class teaching in KS1.

We also got our first set of KS2 results which were very positive and showed us that the steps we had previously taken towards a mastery approach in KS2 were paying off. This gave us encouragement that we weren't jumping into Power Maths because what we had wasn't working, but because of research and best practice in maths teaching.

During the 2022 - 23 academic year, we will be getting used to the new scheme and have also enrolled in the Mastering Number programme in Reception and KS1. This will hopefully lead to keeping the classes together more. We now have dedicated intervention slots in our timetable and are working on developing same day catch up and pre-teaching across school.

We still have some work to do in developing the understanding of our stakeholders and parents in the Mastery approach to maths teaching. We also need to consider how best to evidence learning and continue to improve the number of children who achieve greater depth.

NW1 Maths Hub have given us valuable opportunities for reflection and also the ability to show some of our staff and SLT other approaches. It has also given us the opportunities to take our reflections to SLT, and to show them the benefits of the Mastery approach."

**To find out more about Primary Teaching for Mastery, please visit this link: <http://www.nw1mathshub.co.uk/teaching-for-mastery/primary-mastery/>**