

How we promote mastery

Differentiation

Within our Mastery approach to teaching maths at Our Lady of Lourdes, pupils will move through the Maths curriculum at broadly the same pace. Differentiation will be seen by the challenges that children access to deepen their knowledge or by the scaffolding that they are given to access the learning. All children will have access to reasoning and problem-solving questions in lessons.

Children are introduced to stem sentences to support their reasoning and problem solving and to consolidate the use of precise mathematical vocabulary. Mathematical talk is expected and encouraged both as a whole class and with talk partners. This gives children the opportunity to rehearse the mathematical vocabulary and further develop their understanding of the concept. Choral repetition of stem sentences enables all children to be successful in the use of this language.

Children who grasp the concepts more quickly are given opportunities to deepen their knowledge further by improving their reasoning skills rather than accelerating on to new curriculum content. They will have deeper thinking questions and challenging reasoning problems to solve to ensure that they continue to make progress. Struggling learners may have scaffolded work, or be supported by a peer or teacher, enabling them to access the lesson content and there will be some children who are using practical equipment for longer in order to support learning. Our aim is that by supporting all learners, the gap between mathematical attainment in our classes will narrow.

Pre-teaching

At Our Lady of Lourdes, we believe in 'keeping up' not 'catching up'. Targeted children will be included in pre-teach groups run by the class teacher, enabling them to fully access and engage in that day's maths lesson. In these pre-teach sessions, children will: be introduced to new vocabulary; be exposed to new concrete apparatus/models; rehearse and make links to prior learning; be supported to overcome misconceptions and most importantly be given access to the mathematics which will take place in the main lesson. These sessions will run at least three times a week.