



St George's CVA

What does 'Mastery' look like?

At St George's, we want our children to

- acquire a deep, long-term, secure and adaptable understanding of mathematics,

How do we achieve this? By moving children through the Big Maths progress drives. By allowing children time to think deeply about the maths. By providing speedy teacher intervention to prevent long term gaps in learning.

- develop their self-confidence and build their resilience and

How do we achieve this? By allowing all children access to the full maths curriculum. By promoting multiple methods of solving a given problem and encouraging the children to engage in a mathematical dialogue.

- be continually challenged in their thinking, acknowledging the need for some to gain a greater depth of proficiency and understanding.

How do we achieve this? By differentiating through 'depth' rather than acceleration: by allowing children who grasp concepts quickly the opportunity to experience rich and sophisticated problems within the topic and by providing additional support for children who are not sufficiently fluent so that they are able to consolidate their understanding before they move on.

Enrichment opportunities..



- Year 1 - https://www.ncetm.org.uk/public/files/23305594/Mastery_Assessment_Y1_Low_Res.pdf
- Year 2 - https://www.ncetm.org.uk/public/files/25627338/Mastery_Assessment_Yr2_Low_Res.pdf
- Year 3 - https://www.ncetm.org.uk/public/files/23305581/Mastery_Assessment_Y3_Low_Res.pdf
- Year 4 - https://www.ncetm.org.uk/public/files/23305622/Mastery_Assessment_Y4_Low_Res.pdf
- Year 5 - https://www.ncetm.org.uk/public/files/23305632/Mastery_Assessment_Y5_Low_Res.pdf
- Year 6 - <https://www.ncetm.org.uk/resources/46689>



Demonstrating a secure understanding..

To summarise, if a child really understands a mathematical concept, idea or technique, he or she can describe it in his or her own words and then

Explain it! to someone else; recognise it in new situations and contexts -

Use it! and represent it in a variety of ways

Prove it!; make up his or her own examples (and non-examples) of it -

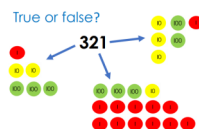
Convince me!; see connections between it and other facts or ideas.



During the 'RED PEN TIME ?

At the start of each lesson the teacher will model misconceptions from marking feedback .

If children have no misconceptions to address from previous lesson they are given a challenge question.



Encouraging independence!

If children finish the 'Independent Application' task early, they are given a star challenge. They will have knowledge of the concept in the challenge, but it will appear unfamiliar to them



Mastery with Greater Depth

Identify the missing numbers in these bar models. They are not drawn to scale.

1000		
353		354

How many ways?

$$\begin{array}{r} \square 8 \\ + 2 \square \\ \hline \square \square 6 \end{array}$$

Fill in the missing digits.

Level 1: I can find a way
 Level 2: I can find different ways
 Level 3: I know how many ways there are

