

# Primary Teaching for Mastery – Embedding Work Groups

Maths Hubs Network  
Collaborative Projects 2020/21  
NCP20-11



## OUTLINE

The strategic goal of the Teaching for Mastery Programme for primary schools is to establish teaching for mastery approaches so that all pupils develop deep knowledge, understanding and confidence. Those who have worked on establishing teaching for mastery in a Development Work Group become part of an Embedding Work Group in their second year, focusing on:

- Systems and culture to support teaching for mastery
- Support for school leadership and subject leadership
- Subject knowledge
- Lesson design
- Professional development models within individual schools.

This year there will be a focus on curriculum recovery, providing mutual support and expertise to focus on what really matters.

## HOW TO APPLY

Apply: [www.codemathshub.org.uk](http://www.codemathshub.org.uk)

Email: [caitlinh@truro-penwith.ac.uk](mailto:caitlinh@truro-penwith.ac.uk)

## DETAILS

### What is involved?

There are six workshops across the academic year (more details below) which include opportunity for:

- Creation of a bespoke action plan to reflect on impact of changes
- Headteachers to meet to develop their understanding of embedding teaching for mastery
- Support for subject leaders to develop themselves and others
- Reflecting on work completed back in schools
- At least one experience of collectively planning a lesson (this could be online) which is taught and observed at the next workshop.

There is also one school visit from the Primary Mastery Specialist who runs the Work Group to support embedding changes in each school.

### Who can apply?

This project is for schools who have previously participated in a Development Work Group. All schools must show a strong commitment from both school and subject leadership for embedding teaching for mastery approaches, and at least the lead participant teacher from the Development Work Group school must have already started using teaching for mastery approaches. Each school will have a lead participant, normally the subject leader for maths. They are likely to have played a lead role in previous years. The headteacher from each school will also be involved at appropriate times to ensure that there is a whole school commitment for embedding changes.

### What is the cost?

The Teaching for Mastery – Embedding project is **fully funded** by the Maths Hubs Programme so is **free** to participating schools. Each school also receives a £500 participation grant.

## BENEFITS

Participants and their schools will:

- ✓ Enhance their mathematical subject knowledge, emphasising key areas of maths
- ✓ Cultivate a deep understanding of the principles and pedagogies of mastery
- ✓ Understand the school-wide structures which enable staff to develop mastery approaches
- ✓ Develop the ability to plan, teach and reflect on lessons with a mastery approach
- ✓ Establish a set of principles, policies, practices and systems which embody a teaching for mastery approach.

### Covid-19 Recovery

The school year 2020/21 will be substantially affected by the impact of the coronavirus outbreak. The knock-on effects on school life and teachers' working lives can't be predicted with any certainty. So, all Maths Hubs work will be flexible and adapt to changing realities. There's likely to be more live online collaboration, often including use of video, for example. In addition, Work Group content will be adjusted to address schools' recovery from coronavirus-related disruption alongside work on the central maths subject matter of each project.

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## Additional Information

### The wider context

The NCETM and the Maths Hubs Programme aim to promote high quality, collaborative professional development for all teachers. The strategic goal of the programme for primary schools is to establish teaching for mastery approaches so that all pupils develop deep knowledge, understanding and confidence in maths. This project builds on Development Work Groups and involves scaling up teaching for mastery approaches from lead participants' classrooms to ensure practices across the whole school are faithfully adopted. This involves working with school leaders and classroom practitioners and establishing systems of professional development which support continual improvement and refinement within and across schools.

### Expectations of participants and their schools

Schools must be able to commit to the full academic year's programme. This involves six workshops across the academic year, as well as classroom and school-based activity. Workshops include opportunity for:

- Creation of a bespoke action plan which leads to regular reflection on the impact of changes regarding embedding teaching for mastery
- Regular bespoke parts of the workshop for participant school headteachers to meet to develop their understanding of the pedagogies and practices for embedding teaching for mastery in their schools
- Support for subject leaders to develop themselves and others, specifically when designing, teaching and reflecting on lessons and creating opportunities to develop all teachers' mathematical subject knowledge
- Participant teachers reflecting upon work completed back in schools - which should include observations of teaching and learning maths with a teaching for mastery approach
- All participants having at least one experience of collectively planning a lesson (this could be online) which is then taught and observed at the next workshop.

In addition to this, there is one school visit per academic year from the Primary Mastery Specialist who runs the Work Group to support embedding changes in each school.

