

Preparatory optional phase

For schools not yet ready to join the main development phase (eligibility criteria apply).

Mastery Readiness Work Groups

Schools identified as suitable to take part in this phase are supported by their Maths Hub's Mastery Readiness Lead to strengthen five key areas:

- Vision and culture underpinning maths learning
- Mathematical mindsets
- Subject expertise
- School systems
- Arithmetical proficiency.

Development phase

All schools complete this phase, which lasts a whole school year.

Development Work Groups

These groups are sometimes referred to as TRGs as they incorporate Teacher Research Groups.

- Two lead participant teachers from each of six or seven schools meet every half term as a group. The meetings involve shared lesson observations and discussion.
- Each school gets a termly bespoke support visit by the Mastery Specialist.
- The group keep in contact and share experiences from their classroom and school settings. The ongoing work between the participating teachers creates a whole year of school-to-school collaborative professional development.

Building phase

All schools build on previous phase through ongoing Work Group activity.

Embedding Work Groups – continued small group collaboration.

- Schools who have worked on establishing teaching for mastery become part of an Embedding Work Group, staying in touch with their Development Work Group colleagues.
- Focus is on systems and culture to support mastery, subject knowledge, lesson design and continued support for school and subject leadership.

Refinement phase

All schools continue their mastery journey through continued participation and collaboration.

Sustaining Work Groups – further continuous participation to sustain, improve and refine whole school teaching for mastery approaches.

- Open to all schools who entered the main Teaching for Mastery Programme between 2015 and 2018.
- Year-on-year participation in a Sustaining Work Group becomes an ongoing aspect of professional development for the school
- Building on work done previously, schools will use mastery approaches consistently and improve learning in maths by strengthening leadership, refining systems and designing curriculum and lessons which allow all children to achieve.

Teaching for mastery in maths

the primary school
pathway

