

Teaching for Mastery (Primary): Showing evidence of pupil progress, including 'greater depth'

NCP17-08c



Overview

Teachers from a number of schools will work together to understand what 'working at expected standard' and 'working at greater depth' might look like and how this could be evidenced. This work will take place over three separate days, with gap tasks in between, focused on collecting evidence and exemplar material in their own school. It is hoped that the exemplar material from this Work Group could be published to aid other teachers in assessment.

Who is this for?

1 or 2 teachers (including the Maths Lead) from schools that have had some prior involvement in teaching for mastery (for example through involvement with a Work Group). The programme is aimed at teachers working in Year 1 - 6 only and not EYFS.

What is involved?

- Three workshops working with teachers from other schools in the Work Group addressing: variation theory, intelligent practice, questioning to promote thinking at greater depth, characteristics of working at greater depth and the use of journals for evidence.
- Gap tasks to complete in school, integrated with and supported by the work done in the workshops.

Intended Outcomes

Teachers will have a clear understanding of what assessment and evidencing progress look like within a mastery context. They will develop skills in providing children with opportunities to work at greater depth and will be able to use assessment to establish which children need that challenge, for each step of learning. They will be able to provide evidence from their classrooms, of mathematical understanding at expected standard and that which has demonstrated a greater depth of understanding.

The Work Group will contribute its findings to the national project, which aims to lead to the compilation of a document which will exemplify what 'expected standard' and 'greater depth' might look like, initially for the number and place Value and calculation areas of the curriculum.

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The wider context

Schools are frequently expressing uncertainty about what 'progress' and 'greater depth' look like, in practical terms within the context of teaching for mastery. Teachers need to have a clear understanding of the kind of mathematical work that reflects an understanding of depth that is greater depth than 'expected standard'. This is important to ensure they are meeting the needs of all children in their classroom.

The assessment materials compiled by the NCETM begin to exemplify this. In this Work Group, teachers will develop a clearer understanding of what 'with greater depth' looks like and that children may show elements of greater depth of understanding in some areas of maths but not others. Myths and misconceptions surrounding 'greater depth' will also be addressed.

Expectations of participants and their schools

- Participants will be expected to attend three Work Group days over the autumn/spring terms.
- Participants will be expected to collect appropriate samples of children's work and complete other gap tasks
- Participants will be expected to keep a reflective journal
- Schools will be expected to release participating teachers for the three days set for the workshops and provide support to enable them to complete gap tasks at school in between workshops.

Funding

There is no charge for teachers and schools to take part in this Work Group. All costs are met by Maths Hub funds.

Who is leading the Work Group?

Neil Burn

If I'm interested, what next?

Applications to be sent to nicola.reilly@ntl.org.uk, by 17th October 2018