

Developing Mastery (Primary): Intervention for Keep Up Rather than Catch Up

Information Sheet

NCP18-11b



Overview

Whole class teaching is becoming embedded across schools using a teaching for mastery approach. This Work Group, consisting of teachers from local schools, will consider different models of intervention in a mastery context to ensure that mathematics teaching has maximum impact for all children. The participants will use case studies and research to inform their practice and build on the work of last year's national project, contributing to an evidence base around which models work best. Schools will trial a model of their choice and will document their observations.

Who is this for?

- For Primary teachers who lead maths and/or lead intervention in their schools.
- Schools should have begun to commit to teaching for mastery development, ideally having been part of a teaching for mastery Work Group previously.
- The school should have at least 2 classes or year groups where teaching for mastery is embedded.

What is involved?

- Attending 3 workshops over three terms.
- Completion of Work Group tasks and evaluation.

Intended Outcomes

Teachers will develop their knowledge, using case studies and research to choose an intervention model within a teaching for mastery context, which they will trial in school. Through contribution to the national evaluation, findings from teachers' classroom-based research will form part of a national picture of best models for intervention.

Schools will review the impact of their current practice and have the opportunity to explore other models to help fulfil the "expectation that the majority of pupils will move through the programmes of study at broadly the same pace" (National Curriculum for Mathematics, 2014). Swift and timely interventions will enable most pupils to 'keep up', reducing the need for 'catch up' interventions.

TfM (Primary): Intervention for Keep Up Rather than Catch Up

The wider context

In adopting teaching for mastery, schools have embedded whole class teaching as a method of delivery. Intervention, allowing pupils to keep-up, rather than catch-up, is a fundamental component of successful whole-class teaching in a teaching for mastery context. Schools have individually been developing different ways of providing this and a national project in 2017/18 has begun to collect evidence on models of intervention. In 2018/19, this opportunity is open to more schools, and the project welcomes new models for consideration.

Expectations of participants and their schools

Schools will have adopted teaching for mastery and are expected to support and facilitate an agreed intervention model throughout the year. It is important that participant schools have the full support of the school leadership team in order to ensure the workgroup has the desired impact.

Participants will attend three workshops, alongside in-school work to:

- learn about different models of intervention and related research/school experiences
- implement one model in their own school
- report back to the group and compare impacts with other schools.

Interventions in the school may be observed by the Work Group Lead during the year, as part of their supporting work.

Costs

FREE !!

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

Who / Where / When ?

Work Group Leader: Caroline McCormack

Where: Woodmancote School, GL52 9HN

When: 7/12/18, 8/3/19, 7/6/19

Times: from 09:00 – 12:00

If you're interested, what next?

Book a place via the GLOW Maths website www.glowmathshub.com/work-groups or ctrl+click [here](#) to register