

Teaching for Mastery Lesson Design at Larkfields Infants

Laura Matthias
A Primary Case Study



Teaching for Mastery Lesson Design Work Group

One of the biggest challenges facing schools as they adopt a teaching for mastery approach is how to design lessons. Working collaboratively with practitioners from across the East Midlands the project, we began by identifying the key features of mastery, before exploring a route through a lesson, that allowed teachers to link these together in a coherent manner. Essentially we were looking at how to turn theory into outstanding classroom practice. Though our research often went much wider what is captured here in these case studies, each participant school was asked to focus in on one aspect of lesson design, how it has been incorporated into classroom practice, and the impact it has had on learners.

Overview

Laura Matthias is the Maths Co-ordinator at Larkfields Infant School. Laura took part in the East Midlands West Maths Hub 'Mastery Lesson Design' workshop. At the beginning of the year we started our mastery journey, which has thrived due to the impact of the Maths Hub workshops.

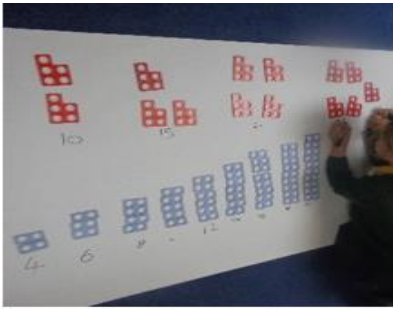
'The Lesson Design workshop has enabled us as teachers to change our perception and delivery of Maths in order to follow smart, simple steps which have allowed the children to deepen their understanding and enable our children to become enthusiastic, eager, resilient Mathematicians.'

What we did at Larkfields Infants

This workshop has allowed us as a school to change the structure of our Maths lessons which previously looked like the traditional model of mental starter, input, teach, independent work. The lesson design workshop has enabled us to reshape the delivery of our lessons, which today reflect the principles of mastery using anchor tasks, guided practice and independent practice using small steps to bring together fluency, reasoning and problem solving. For us, the most impact has been seen through showing the children a wide range of representations that can give all children access to the same objective. Through using more manipulatives, concrete and pictorial resources our children have developed a real buzz for Maths which is purposeful and meaningful to real life concepts.

Through staff meetings we have discussed, planned and evaluated what a route through a mastery lesson should look like. When initially using the White Rose scheme of work we felt unsure of how to order the problem solving, fluency and reasoning tasks and alongside this choosing the correct manipulatives. Through staff meetings I have shown staff the 'S planning' format which was beneficial in looking at one block of work at a time E.g. Fractions and allowing us to order and move objectives around and break these down into even smaller steps if necessary. Through breaking the medium term plan down into small smart steps it allowed us to focus in on what the children already know, what the misconceptions might be, but also allowed us to think about what the children would and should achieve at the end. Having planned and delivered these lessons it was highly noticeable that common misconceptions were tackled before they arose, children were

able to make strong links to what we had previously taught and had a deeper understanding through explaining and reasoning their maths. Overall, the project has allowed us to re-shape our lesson designs which has shown such a positive impact on learning.



Next Steps:

Larkfields Infants has developed a long term plan for Maths that has a strong emphasis on planning. We have learnt the importance of spending time developing sequences of work that showcase real-life and are made purposeful. We will continue to develop our approach by continuing to evaluate and reflect on our practice and embed changes year upon year.

For more information about this project, or other workgroups and opportunities available through the East Midlands West Maths Hub:

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