

Teaching for Mastery Lesson Design at LOVERS' LANE PRIMARY SCHOOL 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

Jennifer Palmer is the Year 3 Teacher and Maths lead at Lovers' Lane Primary School. She joined the school in September 2017. The project helped her gain confidence in constructing a 'mastery' lesson to encompass fluency, reasoning and problem solving opportunities for all children. She explained:

"I feel confident in supporting staff members to help move our school forward on our Mastery journey".

What we did at Lovers' Lane School

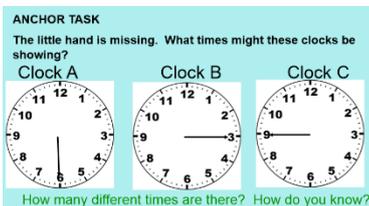
In September 2017, all staff started to use the White Rose Scheme to plan Maths lessons. For most staff a Mastery approach was a new way to teach and guidance was needed into how to implement White Rose, in particular what a lesson should look like. During the first term, a new planning format was introduced to ensure lessons included an anchor, followed by guided practice before children completed tasks in their Maths Books.

Initially the 'small steps' identified in the White Rose planning, proved rather large and it was obvious that further steps needed to be implemented and time given to support the needs of the children through guided practice and breaking steps of learning into smaller chunks. Further resources were purchased to help ensure that teachers had a variety of sources to support their planning.

Focus

The 'structure' of a Mastery lesson, so that adequate time was given to allow children to explore and use varied representations and find efficient methods. Ensuring that enough time was given to guided practice, which provided opportunities to reason, explore misconceptions and used different representations, enabled children to learn at their pace.

In planning the anchor task and subsequent guided practice, small steps ensured that children could gain a deeper understanding of concepts. Where possible all three VAK learning styles were included. For example in learning to read an analogue clock.



After children shared their ideas on the anchor task. We used our arms to show quarter past, half past and quarter to.

Use your clocks to make quarter past 10.



Try it - Check it - Explain it

What would the time be half an hour before?

Children then used individual clock faces to make different times given, using the visual prompt. After an initial attempt, they were encouraged to 'check it' with their Kagan partner*, before explaining to someone within their group how they knew they had made the correct time (try it, check it, explain it). For those children that had finished an additional extension question was given to ensure challenge.

Children then shared answers and explanations in a mini-plenary, before recapping with our arms to show times and then being given a different time to make.

The guided tasks should progress at a rate that ensures all children are given chance to achieve the same learning objective, whilst ensuring all children are challenged. This 'ping-pong' learning style ensures children are actively learning for themselves, while misconceptions are addressed.

* Kagan groups are carefully considered mixed ability groups.

Impact

Children of all abilities have been given the time needed and opportunity to develop a deeper understanding of Maths. It has enabled children who have found understanding maths concepts difficult to access concepts independently. Children who grasp mathematical concepts quickly, have been challenged and not found it easy to clearly explain their working out or consider different approaches.

Summary and next steps

Lovers' Lane has developed a long term plan to improve reasoning skills and resilience, which is facilitated by guided practice. We plan to use the lesson study model to ensure that all staff are confident with how to craft a step-by-step conceptual journey through Mathematics.

More Information

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

Visit our website: <http://www.emwest.co.uk>

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