What happens in a maths lesson at Christ Church?

At Christ Church, we follow the NCETM's Principles of Teaching for Mastery to guide our pedagogy. The bullet points below set out how these principles look in our classrooms.

Maths teaching for mastery rejects the idea that a large proportion of people 'just can't do maths'. All pupils are encouraged by the belief that by working hard at maths they can succeed

- Careful language – avoid 'I was never any good at maths' or 'maths just isn't my thing'; avoid referring to 'ability' (which is fixed) and instead talk about prior attainment, prior experience and readiness (which can change)
- Mistakes are considered an important part of learning

Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time

- Children are active learners, participating in a variety of activities within a lesson
- Children who grasp new concepts quickly are given opportunities to deepen their understanding
- Children are supported to participate in high-quality talk

If a pupil fails to grasp a concept or procedure, this is identified quickly and early intervention ensures the pupil is ready to move forward with the whole class in the next lesson

- Where possible, work is self-marked or live-marked through the lesson
- Children who need support to access the learning activities are scaffolded during the lesson
- Regular opportunities for assessment within a lesson (eg mini-whiteboards)
- Children requiring extra support are targeted for quick intervention to enable them to participate in the next step of learning

Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other

- Reasoning is embedded throughout the lesson
- Sufficient time is given within the lesson for children to apply their new learning independently and practise to the point of fluency
- Number of the Day rehearses key place value and number concepts
- Flashbacks revisit previously-taught concepts to ensure readiness for new learning

Lesson design identifies the new mathematics that is to be taught, the key points, the difficult points and a carefully-sequenced journey through the learning

- Representations and language are used consistently between classes and across year groups
- Learning activities are varied, and matched to the new learning in each lesson

Key facts such as multiplication tables and addition facts within 10 are learnt to automaticity to avoid cognitive overload in the working memory and enable pupils to focus on new concepts

- Mastering Number is taught daily in EYFS/KS1
- Times tables are taught systematically in Year 3 and 4, and practised to automaticity
- Interventions are in place for children at risk of falling behind their peers in terms of mathematical fluency