Nether Stowey Primary School

Mastery Teaching Template

8:45-9:05: place a reasoning question on the board and allow children to discuss it in pairs whilst the register is being taken. This question should be based on a skill already covered by the children. Answers do not need to be written every day, but should be recorded at least once a week (maybe in Workbooks). If appropriate, help them gain the language required to answer them clearly by giving them a sentence starter which they must use e.g. This answer cannot be correct because I know that…

Ask a pair to share their answer and model a good answer if required.

This activity should be very short and sharp.

9:06- 9:15: undertake a number fluency task that is appropriate for the year group/s. the number fluency task should usually involve the TEACHING of the skill and only occasionally the testing of it. For times tables, the time may be spent like this:

- Chant the times table as a class with it in front of them so that they can all join in. Then repeat it, with those who are able, closing their eyes.
- Monday: look for patterns in the answers e.g. all odd, all even, just double the 2 x table, digital root is a multiple of 3 etc.
- Tuesday: look at arrays of that times table. Use the dots on the Notebook slide (on our p-drive). One array shows four things e.g.
  3 x 4 = 12 4 x 3 = 12 12 / 4 = 3 12 / 3 = 4
  highlight the commutativity and inverse.
- Wednesday: perform a test e.g. fill in the answers. For older/more confident children this could be missing numbers, inverse or multiple of 10 or decimal versions e.g. 3 x 40 = and 3 x 0.4 =
  I have laminated sheets for all of this that you can use. The answers are on the back so that they can even mark them, themselves.
- Thursdays and Fridays are free for other things e.g. Marking Review etc. Please feel free to keep a number fluency objective as a focus for multiple weeks. This will help with its learning and consolidation. Also, please don't confuse testing with teaching. The teaching is the looking for patterns, learning tricks (e.g. the 8 x table is just double the 4), knowing arrays and understanding the commutativity.

9:16-9:30: group teaching activity that is led by the teacher. You set a question, they attempt it, you take feedback, model how it should be done and then set another. At this point stem sentences should be used and "non-examples" examined. Finish by you, and them, assessing who is confident and competent enough to undertake the main activity independently or with support.

9:31-9:50: Main task. This may only be two or three questions to confirm and consolidate the learning that has taken place. Conceptual and procedural variation should often be catered for.

9:51-10: The "Thinker", often a reasoning or problem-solving question which may require conjecture, persuade and prove. It should be sideways stretch and not a completely new skill. Then their self-assessment as to if they have achieved the I can and are ready to move on tomorrow. Those who are not, traffic light orange and are identified for "Keep-up". Teachers and T.As also check books to identify those who need support but didn't traffic light orange/red.

Keep-up: this will be done at different times in different classes. Some may do it straight after the lesson, some in the afternoon and some may do it first thing the next morning whilst other children are attempting a reasoning or problem solving task.