

A school's journey towards mastery

What's at the heart of teaching for mastery? What are the different progression routes?

The key drivers at the heart of the programme are trained **Mastery Specialists**. These are practising teachers, still based and teaching in their own school. By summer 2019, 675 of these specialists have been trained to be expert classroom practitioners themselves, but also to be experts in leading the professional development of teachers in other schools. After a year developing their own teaching practice and helping colleagues in their own school, these Mastery Specialists devote about one day a week to leading a Work Group (also known as a Teacher Research Group, or TRG) of six or seven local schools, as they develop teaching for mastery. And then, the following year, the Mastery Specialists work with another group of schools. This is how mastery has been scaled up across the system, while at the same time ensuring that the programme is rooted in current, school-based evidence and practice.

In addition, every Maths Hub has a trained **Mastery Readiness Lead**, who works with schools needing support during a preparatory year, before participating in the main development phase.

For a summary of how classroom teaching is changing at schools in the programme, see the mastery section of the NCETM website: www.ncetm.org.uk/mastery. The Five Big Ideas are based on the research evidence underpinning teaching for mastery: see www.ncetm.org.uk/fivebigideas.

Optional preparatory phase

For schools not yet ready to join the main development phase

Mastery Readiness

Schools are supported by their Maths Hub's Mastery Readiness Lead to strengthen five key areas:

- Vision and culture underpinning maths learning
- Mathematical mindsets
- Subject expertise
- School systems
- Arithmetical proficiency.

Main development phase

All schools complete this phase, which lasts a whole school year

Teaching for Mastery Work Group – led by a Mastery Specialist

These groups are sometimes referred to as TRGs, because they feature some aspects of Teacher Research Groups.

- Two teachers from each of six or seven schools meet every half-term as a group. The meetings involve shared lesson observations and discussion.
- Each school gets a termly bespoke support visit by the Mastery Specialist.
- The group keep in contact and share experiences in between their meetings, creating a whole year of collaborative professional development.
- Funding is available to support teacher release and subsidise investment in DfE-approved textbooks.

First consolidation phase

All schools, more independently, build on previous phase

Schools continue to collaborate in a small group with lighter-touch guidance

- After the main development phase, schools stay in touch with their Work Group colleagues as they begin to embed classroom and school systems practices.
- Lower levels of Maths Hubs funding to subsidise meetings and teacher release.

Further consolidation

Option to join Maths Hubs projects focusing on specific elements of teaching for mastery, such as lesson design, early intervention and mixed-age classes.