

Teaching for Mastery

The NCETM's definition of mastery includes having a “*sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems*” and that greater depth means to then go on and “*independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.*”

Children **reflect** on an experience when deepening their knowledge and understanding. Slowing down allows children to take control of their learning and become aware of their own learning too.

Children need plenty of opportunities to **represent** their learning in an active way so deepening becomes memorable.

Children have to engage in meaningful maths talk with others – maths has to involve lots of verbal back and forth. This type of **reporting** helps children to realise that their thoughts are valuable and by talking together they can clarify their understanding.

NCETM's 5 big ideas of teaching for Mastery in Maths.

