

Reflections: Mastery Specialist training

Impact NPQ findings - closing the gap

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Zoe is in her first year of training to be a **Mastery Specialist** with **NCETM**. The NCETM offers career path opportunities for teachers of mathematics with no cost to schools.

“As part of a shift from a 2 year to 3 year KS3 we introduced a mastery based scheme of work with supporting resources. Alongside the curriculum change, in departmental meeting time, I led professional development and facilitated collaborative planning activities and sharing of good practice across the department. During this time we focused on various elements influenced by the principles of teaching for mastery; using variation, moving between concrete/pictorial/abstract representations including the use of bar modelling, and exemplifying what the Five Big Ideas look like in practice.

It is early days in the implementation of this curriculum and approach, but there were some very positive outcomes after just the first year. Most significantly, the proportion of pupils receiving FSM achieving the expected standard rose by 24%. There were also significant increases in outcomes for EAL and Girls sub-groups; these are the next focus for the school as we embed teaching for mastery to ensure its impact across all groups of pupils.”