

What are the common features of mastery?

- An expectation that **all children can succeed in maths**, often achieved by keeping the class together.
- Giving children a **secure and sustainable understanding of mathematical concepts** by developing consistent models and images.
- Ensuring children are **fluent in mathematical procedures** and number facts by rehearsing these in systematic ways.
- Children who master a concept easily are expected to **deepen their understanding**.
- Children who do not master an objective with the rest of the class should be **supported to enable them to gain more experience and achieve mastery**, for example through same-day intervention, plus longer-term help if necessary.



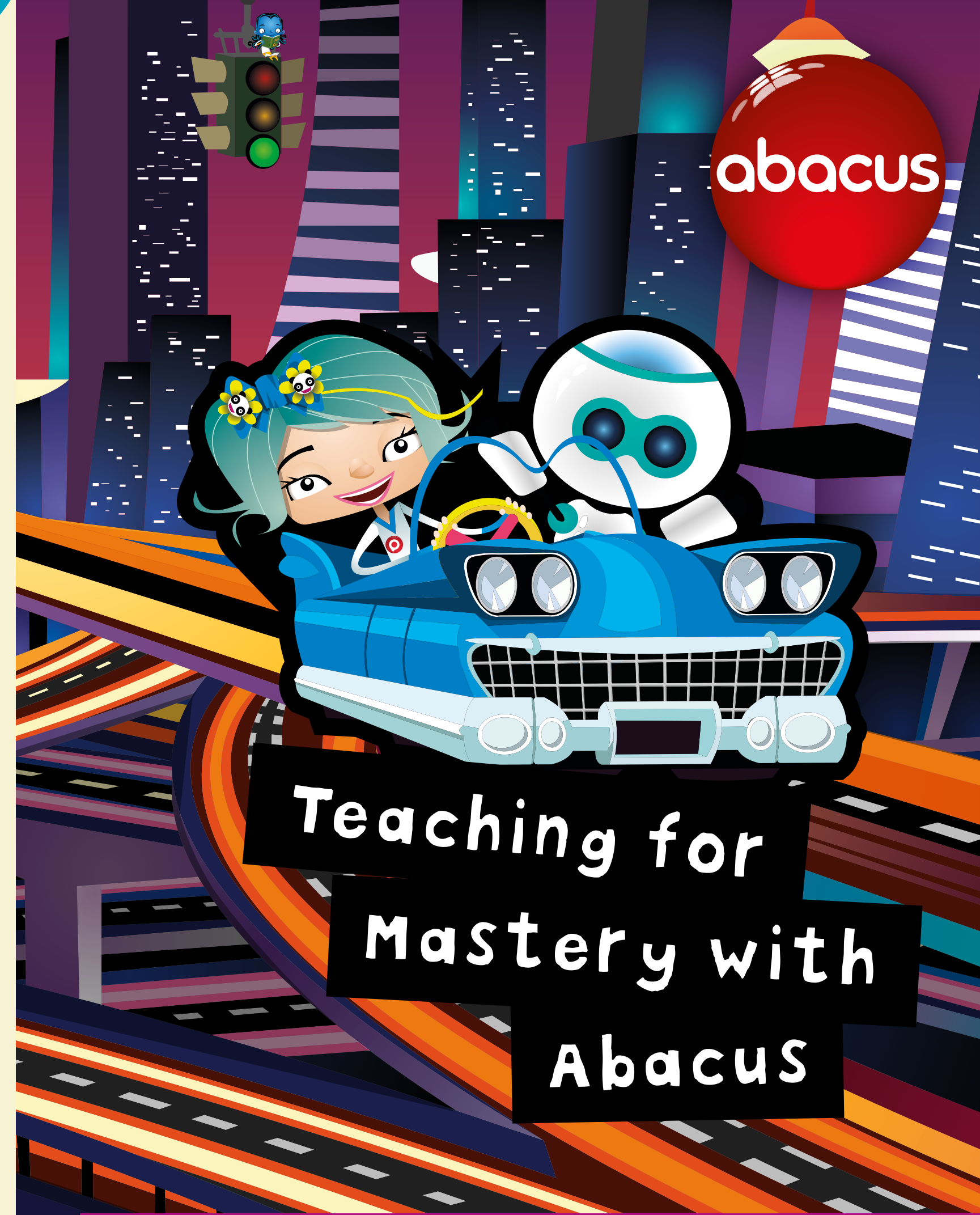
Next steps
Book a free demo in your school to find out how Abacus can help you teach for mastery and inspire a genuine love of maths.
www.pearsonprimary.co.uk/abacustomastery

Mastery support from Pearson

We are here to support you and your school with teaching for mastery. Visit our mastery support webpages for:

- **Mastery videos**
We've partnered with NCETM to produce a series of videos to support teachers in understanding teaching for mastery.
- **Ruth Merttens Maths Mastery events**
Host a maths mastery event in your school with Ruth Merttens, covering mastery best practice.
- **Articles, blog posts and more.**

www.pearsonprimary.co.uk/teachingformastery



**Teaching for
Mastery with
Abacus**

What is mastery?

In a primary maths context, 'mastery' is when a child has achieved a secure understanding of mathematical concepts and processes, combined with genuine procedural fluency.

A child who has mastered a particular skill is able to **apply their understanding** of maths concepts and procedures to reason and to solve different *types* of problems, including where the skill is either embedded in a different context, or where a choice of method has to be made.

Some children will be able to achieve **mastery with greater depth**. This means that they are able to apply their understanding of a concept in a wider variety of contexts, some of which are more difficult and less obvious. They can manipulate the facts they know and the skills they possess in order to solve more complex problems.

“For pupils mastery is not just something that you achieve to get through the test at the end of key stage 2, but deep mathematical knowledge that lasts and can be built upon in future years.”

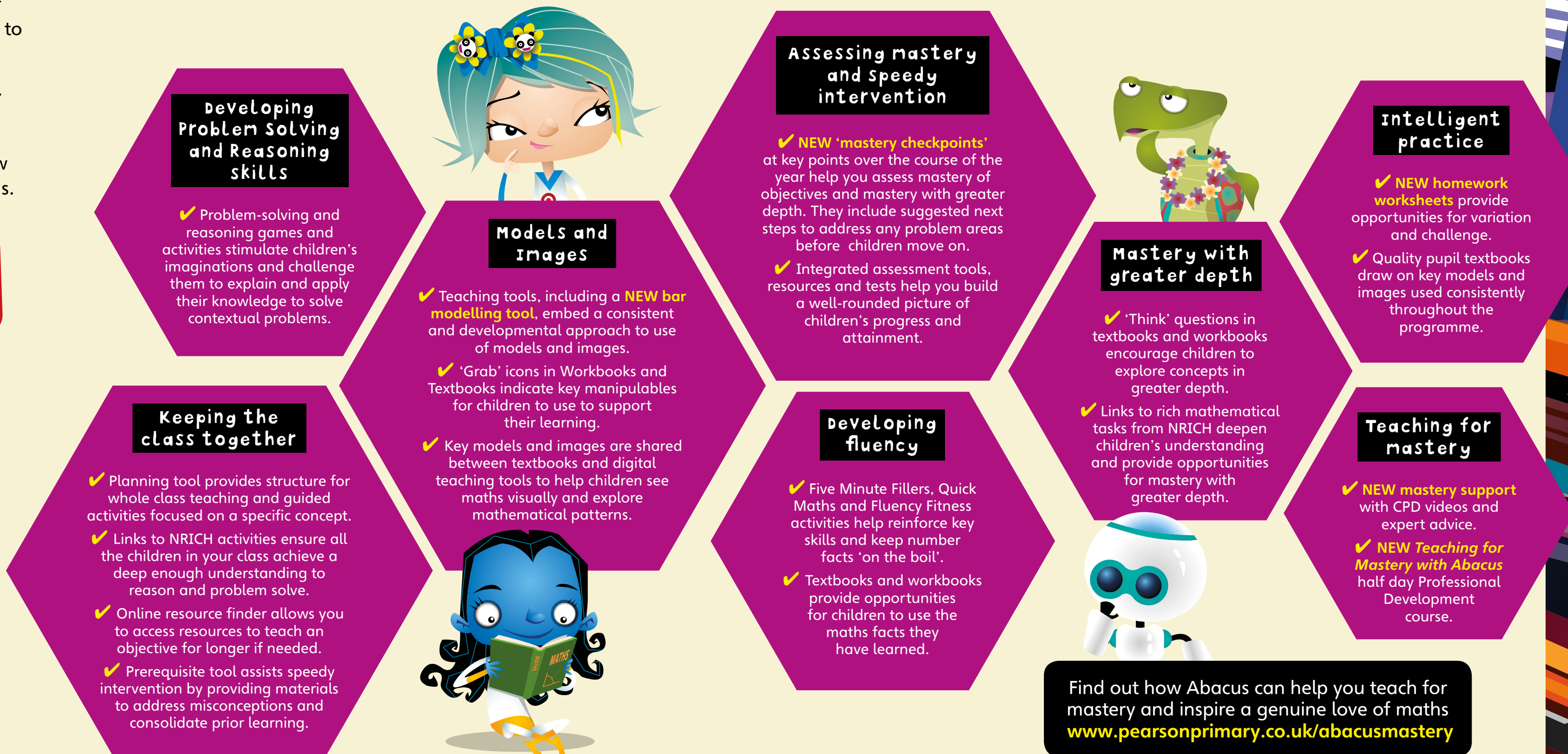
NCETM, 2016



Teaching for mastery with Abacus

Abacus supports you to teach for mastery by giving you the control, flexibility, and resources you need to ensure every child can achieve the deep and lasting understanding of maths required to meet Age Related Expectations.

It puts you firmly in the driving seat and accommodates flexibility in planning so that you can **give children as long as they need on a concept before moving them on**. It also provides continuous opportunities for children to revise and practice what they have learnt to ensure deep understanding and knowledge of maths concepts.



Find out how Abacus can help you teach for mastery and inspire a genuine love of maths
www.pearsonprimary.co.uk/abacusmastery