

At Great Milton Primary School, we are actively participating in the NCETM Mastering Number Work Group. We are currently partaking in the 'Embedding stage'.

- Elf Owls teacher lead: Mrs Ray
- Tawny Owls teacher lead: Mrs Pearce
- Barn Owls teacher lead: Mrs Bennett
- Maths subject lead: Miss Wells

**Over time, through Mastering Number sessions, our pupils will:**

- Develop fluency in calculation and a flexibility with number that exemplifies good number sense.
- Be able to clearly communicate their mathematical ideas.
- Make good progress towards the Early Learning Goals and Year Group Expectations.
- Demonstrate a love for their learning and a willingness to 'have a go'.

We aim to develop a depth of understanding in all of our children, so that they:

- Are mathematically observant
- Look for mathematical relationships
- Are able to explain their thinking

**FEATURES OF OUR MASTERING NUMBER SESSIONS:**

Our Mastering Number sessions are linked to our whole school vision.

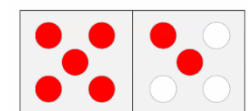
- They provide 'Opportunity For All', through accessible learning which enables all children to have an understanding.
- Ensure we are 'Working Together', to be inclusive of all children securing the same learning point at the same time.
- Enthuse all children into 'Loving To Learn' by igniting their interest with interactive, engaging and varied learning opportunities.
- They are 'Supportive, Sharing & Serving', enabling all children to develop a rich number sense and secure core knowledge- similar to supporting pupils with phonics knowledge to enable them to read.

**What you will see in some of our Mastering Number sessions:**

- Accessible activities, carefully linked to the session content, that enable all children to gain confidence and competency.
- Pupils supported to acquire key facts & skills, referred to & modelled in maths lessons, to improve efficiency.
- Quick finishers working on related / connected facts rather than an alternative challenge. Focused on key learning to challenge themselves.



Don't count.  
Say the amount.



NCETM 7 is made of 5 and 2



**Principles underpinning Mastering Number at our school:**

Developing fluency makes more pupils better able to access the maths in the main lessons. Learning is easier for more pupils.

- We do this by making connections between Mastering Number sessions and main lessons/ continuous provision.

Developing our children's mindset to look for mathematical relationships will aid development and support connections.

- We do this by drawing pupils' attention to the relationships so that they can connect with prior learning.

Building confidence will enable more pupils to make progress.

- We do this by focusing on enabling all pupils to really understand a small step in learning.

**Our Mastering Number sessions include:**

A daily focus session of 10 to 15 minutes, 4 times a week to pupils in Elf, Tawny and Barn Owls. (This is separate from, but in addition to their continuous provision/ main maths lesson).

- These happen across the week at varied times, across the week, to suit each class' timetable.

We draw pupils' attention to the right part - important in terms of structure.

- This enables us to draw attention and focus on the key learning step for the session.

We scaffold understanding by using different manipulatives to expose the same structures.

- This enables pupils to develop a more secure understanding of core mathematical structures. Seeing the same concept using a different manipulative often leads to pupils making their own connections therefore deepening understanding.

Conceptual variation - transfer the same mathematics

- When our pupils transfer their learning in a carefully planned alternative context, they become confident and make connections in their learning.

Linking the action and the thought - manipulatives secure understanding but are then visualised.