Wyndham Primary Academy

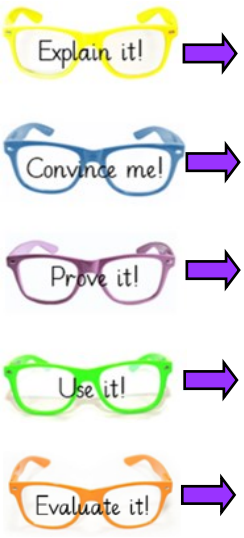
What does 'Greater Depth' look like?

Developing **mastery with greater depth** is characterised by pupils' ability to:

- Solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination;
- Independently explore and investigate mathematical contexts and structures;
- Communicate results clearly and systematically;
- Explain and generalise the mathematics.

Oxford University Press, 2015)

Using our 'Master's Glasses' to demonstrate our understanding...



Explain it! All children are provided opportunities to become a "Tiny Teacher' within a lesson, explaining their methods to their partner.

Convince me! Children must identify their partner's misconceptions and reason why their answer is correct but their partner is not.

Prove it! Children are challenged to independently prove that they have reached the correct answer, using alternative methods or representations.

Use it! Children are challenged to apply their learning, using it within different contexts.

Evaluate it! Children must evaluate their choice of methods, explaining which is the most efficient method and why.

Targeting children for 'Greater Depth' in maths

During the 'In Focus' task?

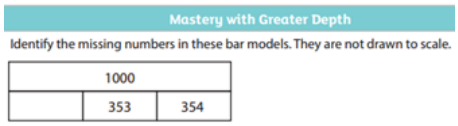
Questions are provided for rapid graspers to challenge their thinking within the 'In Focus' task.

These carefully constructed questions are obtained from the Maths No Problem online Teacher Guides.

ASSESSMENT DIFFERENTIATION

During 'Independent Application'?

If children finish the 'Independent Application' task early, they are given a variation selected from the NCETM "Teaching for Mastery' materials below.



Mastery with Greater Depth

Identify the missing numbers in these bar models. They are not drawn to scale.

1000		
	353	354

These are evident in rapid grasper's books along with written explanations.

Encouraging independence!

At any point in the lesson, children who are showing evidence of a greater depth of understanding will independently seek out the next steps to progress within the given task.

I have 

and 

Now I can:

- ☆ Invent a new method and name it after myself.
- ☆ Pick my favourite calculation and write a story for it.
- ☆ Write a note in my book to help someone else understand what I have learnt. 

- ☆ Carry out research to answer my teacher's challenging question. 

Sources for enrichment opportunities:

Year 1 - https://www.ncetm.org.uk/public/files/23305594/Mastery_Assessment_Y1_Low_Res.pdf

Year 2 - https://www.ncetm.org.uk/public/files/25627338/Mastery_Assessment_Yr2_Low_Res.pdf

Year 3 - https://www.ncetm.org.uk/public/files/23305581/Mastery_Assessment_Y3_Low_Res.pdf

Year 4 - https://www.ncetm.org.uk/public/files/23305622/Mastery_Assessment_Y4_Low_Res.pdf

Year 5 - https://www.ncetm.org.uk/public/files/23305632/Mastery_Assessment_Y5_Low_Res.pdf

Year 6 - https://www.ncetm.org.uk/resources/46689