

Please find below a Mastery Self Evaluation Audit, adapted from the GLOW Maths Hub self-evaluation audit. The purpose of this audit is to help schools identify their current position and next steps in 'Teaching for Mastery'. The Maths Hub will be offering training on various Mastery elements throughout the year. However, we strongly recommend that schools look at the resources and updates on the NCETM website on a regular basis in order to keep up to date with developments in this key area – thank you.

		Secure	Establishing	Introducing	notes
<b>Principles of Mastery</b>	Staff understand that the purpose of the Mastery curriculum is that all pupils need a deep understanding of the concepts, which they are learning so that future learning is built on solid foundations that do not need to be re-taught.				
	Staff understand that Teaching for Mastery is about setting the foundations for secure understanding through making connections				
	Staff understand that the intention of the Mastery curriculum is that all children are taught within their year groups.				
	Staff understand that the children work together on the same area but provide challenge and support within the lesson in order to further understanding				
	Staff understand that acceleration to the next year's objectives should be avoided.				
	Challenge is provided by going deeper rather than by acceleration.				
	Staff encourage children to develop a growth mind-set to help them believe that they can succeed in Mathematics.				
	Staff value children's mistakes understanding that they help move learning forward.				
<b>Curriculum</b>	Staff understand that the intention of the Mastery curriculum is that all children are taught within their year groups.				

	Staff understand that the children work together on the same area but provide challenge and support within the lesson in order to further understanding				
	Same day Interventions are given to address misconceptions from the lesson. All children are expected to master each key point.				
	Cross – curricular opportunities are provided to ensure understanding of the key areas.				
<b>Lesson Structure</b>	Concrete - pictorial and abstract images are used to support understanding				
	Problems are created using the variation theory.				
	Conceptual Variation is evident in lessons (Varying visual images presented in different ways to support understanding) What is the same? What is different?				
	There is a strong emphasis on the concrete - pictorial and abstract within lessons to promote number fluency				
	Procedural Variation is used to support a mathematical process or procedure Number sentences are presented in a logical step by step manner with the number sentences being presented in different ways.				
	Children are encouraged to discuss their mathematical thinking and reasoning within the lesson				
	Activities are provided which promote <b>intelligent practice ( not repetition of exercises) which take children on a mathematical journey where thinking process is practised with increased creativity)</b>				