

Keeping the class together

Traditionally, children who learn quickly have been accelerated through the curriculum. As a consequence, their learning may be superficial and will lack the many benefits of enabling children to learn with and from each other.

By contrast, *Power Maths*' mastery approach values real understanding and richer, deeper learning above speed. It sees all children learning the same concept in small, cumulative steps, each finding and mastering challenge at their own level. Remember that when you teach for mastery, EVERYONE can do maths! Those who grasp a concept easily have time to explore and understand that concept at a deeper level. The whole class therefore moves through the curriculum at broadly the same pace via individual learning journeys.

For some teachers, the idea that a whole class can move forward together is revolutionary and challenging. However, the evidence of global good practice clearly shows that this approach drives engagement, confidence, motivation and success for all learners, and not just the high flyers. The strategies below will help you keep your class together on their maths journey.

Mix it up

Do not stick to set groups at each table. Every child should be working on the same concept, and mixing up the groupings widens children's opportunities for exploring, discussing and sharing their understanding with others.

Recycling questions

Reuse the Pupil Textbook and Practice Book questions with concrete materials to allow children to explore concepts and relationships and deepen their understanding. This strategy is especially useful for reinforcing learning in same-day interventions.

Strengthen at every opportunity

The next lesson in a *Power Maths* sequence always revises and builds on the previous step to help embed learning. These activities provide golden opportunities for individual children to strengthen their learning with the support of teaching assistants.

Prepare to be surprised!

Children may grasp a concept quickly or more slowly. The 'fast graspers' won't always be the same individuals, nor does the speed at which a child understands a concept predict their success in maths. Are they struggling or just working more slowly?