Unit 1: An introduction to mastery

Handout 1: A card sorting activity

History does not repeat itself but it does rhyme

1870s	**Elementary Education Act** **AKA Forster's Education Act**	First attempts at universal education, it set the framework for schooling of all children between the ages of 5 and 12 in England and Wales. Local school boards were formed. The focus was on 3Rs.
1902	**The Education Act** **AKA Balfour Act**	This set the pattern of elementary education in England and Wales for four decades. Local Education Authorities were created. The subjects were broadened out. The curriculum became subject-orientated.
1944	**The Education Act**	A post-war education system is set out. The 11+ was introduced; how you performed in this dictated your future: grammar school, secondary modern or technical college (tripartite system). School was compulsory to the age of 15.
1967	**Children and their Primary Schools** **AKA The Plowden Report**	This report was asked to focus on primary education in all its aspects and the transition to secondary education. Recommendations included: - Local Education Authorities were asked to submit plans to replace the tripartite system and 11+ with comprehensive schooling; this would offer education to all and was non-selective - school leaving age was raised to 16 - the infliction of physical pain as a method of punishment in primary schools should be forbidden (Ch. 19) - the maximum size of primary school classes should be reduced.

1982	**Mathematics Counts:** The Report of the Committee of Inquiry into the Teaching of Mathematics in Schools under the Chairmanship of Dr W. H. Cockcroft. **AKA The Cockroft Report**	A focused report on mathematics teaching making the following recommendations: - mathematics teaching at all levels should include opportunities for exposition by the teacher - discussion between teacher and pupils and between pupils themselves - appropriate practical work - consolidation and practice of fundamental skills and routines - problem solving, including the application of mathematics to everyday situations - investigational work.
1988	**The National Curriculum in England and Wales**	A prescribed curriculum was set for all subjects to be taught, outlining key learning and levels for assessment purposes The original NC for mathematics was fragmented into 14 attainment targets each with 10 levels. While the NC prescribed the curriculum, it did not transform classroom pedagogy or attitudes to learning mathematics.
1996	**The National Numeracy Project leading to the National Numeracy Strategy**	Building on the findings of The Cockcroft Report, the strategy aimed to further exemplify how mathematics was taught (N.B. This was not a statutory document): - it broke down the broad aims of the National Curriculum into year-group-specific objectives - it provided exemplification questions for specific objectives - it identified the need for a daily maths lesson - it advocated a 3-part lesson approach – starter, main, plenary - it was implemented with lots of professional development opportunities, countrywide training programmes, and authority based consultants to work with schools to embed this.

2008	**Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools – Sir Peter Williams** **AKA The Williams Review**	The review had six key aims: - What is the most effective pedagogy of mathematics teaching in primary schools and Early Years settings? - What range of provision best supports children across the full ability range? - The review should specifically make recommendations to inform the development of an early intervention programme for children (aged five to seven) - What conceptual and subject knowledge of mathematics should be expected of primary school teachers and Early Years practitioners, and how should Initial Teacher Training (ITT) and continuing professional development (CPD) be improved to secure that knowledge? - What is the most effective design and sequencing of the mathematics curriculum? - How should parents and families best be helped to support young children's mathematical development? Some of the key findings were: - Confidence and dexterity in the classroom are essential prerequisites for the successful teacher of mathematics; the review believes that this confidence stems from deep mathematical subject and pedagogical knowledge - There is a need for an increased focus on the 'use and application' of mathematics and on the vitally important question of the classroom discussion of mathematics… but it must not be overlooked that only by constructive dialogue can logic and reasoning be fully developed – the factors at the very heart of embedded learning in mathematics - The review placed a high emphasis on the importance of CPD and the role of ITT in securing the subject knowledge.

2014	**The National Curriculum in England and Wales (reworked)**	The main aim was to raise standards, particularly as the UK is slipping down international student assessment league tables. This curriculum was intended to be more challenging; the content was actually slimmer than the previous curriculum, focusing on essential core subject knowledge. Maths specifics adjustments: • The MA 1 strand U&A was removed as a strand and made into global statements to define the curriculum • Previous curricula had a focus on either the functional, arithmetic element, or the problem solving element – the current curriculum is trying to strike a balance between conceptual understanding and procedural fluency.