



## Intervention in the Mastery Context™

Supports schools to help struggling  
learners to master mathematics

Every <sup>s n x v c</sup>  
 **child**  
counts

# Intervention in the Mastery Context helps schools that teach for mastery in mathematics to support their struggling learners.

**A comprehensive 3-day course for a teacher and a teaching assistant together, focusing on mastery and on managing catch-up and keep-up interventions.**

## Intervention in the Mastery Context

is a professional development course that supports schools, teachers and teaching assistants at various stages of their adoption of a mastery approach to teaching mathematics. It develops participants' understanding of the nature and practice of mastery and it explores effective intervention strategies, linked to class lessons, that enable struggling learners both to catch up and to keep up. It does not focus on a specific intervention programme.

Participants can apply their learning more widely, by developing their mathematics teaching and support for all pupils and by sharing their practice with colleagues.

**“ Intervention in the Mastery Context has enabled me to think carefully about the small steps needed for some learners to succeed and modify my practice to include these. It also helped me to plan tailored intervention for those children who need it.**

Daniel Whittaker, St Austin's Catholic Primary School, Liverpool

## How does it work?

- The course is for experienced teachers and teaching assistants who work with the same class and share an interest in teaching mathematics.
- On face-to-face days they are introduced to new ideas through input, dialogue and discussion.
- In school-based gap tasks, they work together to try out new ideas from the course. They diagnose mathematical difficulties within their class and decide how best to address their learners' needs.
- They review the outcomes of the gap tasks with colleagues from other schools at the next face-to-face day.
- The course draws on the highly effective professional development strategies that have been refined in Every Child Counts courses delivered to over 6,000 schools.

**“ This is such a brilliant programme.**

Kay Taylor, Executive Head Teacher, Minerva Learning Trust, Dorset



**“ Many Head Teachers took an interest in the training and reported that it was the best they had ever seen.**

DfE, Independent Evaluation of Every Child Counts, 2011

## Professional Development and Support

Schools will receive:

- Local delivery by an accredited ECC Trainer
- 3 days of high-quality training for 2 staff members who will work as learning partners covering:
  - developing a mastery approach
  - planning and managing intervention
  - diagnostic assessment
  - variation theory
  - supporting fluency
- Gap tasks to try out ideas in their own classrooms, requiring 3 half days release time for both the teacher and the TA.
- A detailed handbook
- Phone and e-mail support from ECC and the Trainer

Schools can access **Intervention in the Mastery Context** from local ECC providers. Contact us to be put in touch with your nearest provider.



Edge Hill  
University

T: 01695 657133

E: [ecc@edgehill.ac.uk](mailto:ecc@edgehill.ac.uk)

W: [everychildcounts.edgehill.ac.uk](http://everychildcounts.edgehill.ac.uk)

TW: [twitter.com/@ecc\\_EHU](https://twitter.com/@ecc_EHU)