# Guidance notes for Teaching in FE Maths (Based on CfEM Teaching for Mastery)

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| **Five Key Principles for Teaching for Mastery in FE Maths lessons (Intent)** | | | | | | |
| 1. Teaching that allows students to develop an **understanding of mathematical structure.** | | 2**. Valuing and building on students’ prior learning** | 3. Prioritising **curriculum coherence and connections** | | 4. Developing both **fluency and understanding of key ideas.** | 5. Developing a culture in which **everyone believes everyone can succeed**. |
| **CfEM Teaching for Mastery in FE Lesson Features (Implementation)** | **What might you see? (List not exhaustive)** | | | **Evidence (Impact)** | | |
| **Build on prior learning** | •Provides opportunities to check & build on learners’ prior understanding of the topic  •Builds on previous lessons in the scheme of learning | | |  | | |
| **Introduce and develop concepts through context** | Where appropriate, uses a context to introduce & develop the lesson which:  •Is relatable to 16-19 FE learners  •Can be used to highlight mathematical structure | | |  | | |
| **Foreground misconceptions** | Exposes & addresses misconceptions through activities that provoke reasoning or cognitive conflict (e.g. by sampling student thinking) | | |  | | |
| **Highlight mathematical structure** | Where possible, uses models, representations & manipulatives to highlight mathematical structure  (e.g. bar model, ratio table, number line, algebra tiles, geoboards) | | |  | | |
| **Connect different areas of maths where possible** | Connections across mathematical topics such as connecting multiplication with area. Connections within concepts that support progression within a topic  Mathematical connections with real life situations | | |  | | |
| **Active and collaborative engagement** | Discussion which focuses on different methods & approaches (rather than checking answers)  Learners developing resilience and attempting to get themselves unstuck | | |  | | |