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TESTIMONIAL

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I attended the Erasmus+ Maths Mastery Training Course in Partizánske, Slovakia, run by Mr James Cheater, and it was a genuinely valuable opportunity to refine and sharpen strategies I already use, as well as pick up some new ones. It reaffirmed many good practices, and also gave me more precise tools to make that practice count.

Hinge questions were a useful reminder of how important timing is when checking understanding. I've always built questioning into my lessons. Still, the training helped me be more deliberate about placing these questions at the exact point where a decision needs to be made about whether to move on or address a misconception first. That precision will make my in-the-moment adjustments more effective.

Exit tickets reinforced the value of quick, low-stakes ways for pupils to show their understanding at the end of a lesson. They will make my planning even more responsive, and will give me a clearer, more honest picture of the whole class rather than relying on the pupils who tend to speak up.

"My Favourite No" has had a real impact on classroom culture. Using a wrong answer constructively, without singling anyone out, has strengthened the message that mistakes are part of learning maths, not something to be feared. The pupils will be more confident about having a go, even when they're not sure.

Goal-free questions were a particularly useful addition to my toolkit. Taking away the specific question and giving pupils just the information encourages them to work out what they can, rather than working backwards from a set answer. It reduces pressure for some pupils and will give me a much clearer view of their thinking process, not just their final answer.

"No hands up" questioning and building on pupils' answers bit by bit will also strengthen accountability and depth in class discussion, pushing pupils to develop their reasoning rather than settling for a first response.

Altogether, this was CPD that validated a lot of my existing approach while giving me sharper, more purposeful tools to use. I am looking forward to continue/start applying these strategies and to seeing a real difference in my pupils' confidence and understanding in maths.

