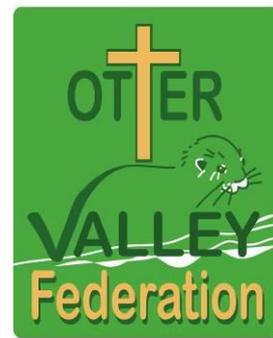


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Our Mastery Curriculum in English and Maths

Our mastery learning model forms the basis of our approach to traditional teaching. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. Previously, racing through content lead to some children having large gaps in subject knowledge because the concept they had just learnt was either too big or learnt too quickly. As a primary school, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school.

Now, we have the confidence to take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national expectation for their age.

We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to really understand it. Simply going beyond their age group does not guarantee they understand something, it just means they have heard it.

At our school only in very exceptional circumstances will a child be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

In short, this means working towards:

- **Teach less, learn more:** *less teacher talk and more evidencing learning and progress*
- **No child left behind:** *all children are enabled to keep up every day.*
- **Space and time** *to experience and apply, with all children entitled to additional support to ensure they do not fall behind or to go deeper*
- **Understanding real life** *applications wherever possible to make learning relevant and not abstract; nothing should be taught without a purpose.*

All of this means that you may see a change in the way we teach and assess your child, most notably through how we organise your child's learning and how we report their progress to you.

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We will be doing more of this:

- Teaching all children in class, together, most of the time. As concepts are understood, children will be 'peeled off' from working with the teacher to explore the concept through more independent activities and opportunities to explore in greater depth, and answer questions which interest them;
- Verbal feedback during lessons, shorter comments in books and highlighting of children's strengths and areas to improve. The children will then respond to the teacher's comments in black biro;
- Spending longer on one idea;
- Giving children who need it, additional support over shorter, more intense periods, like a day or week;
- Daily or weekly mini assessments with a few formal tests over the year.

And less of this:

- Formal marking with lots of written feedback;
- Covering lots of ideas in one week;
- Formal, long term interventions to boost them out of class;
- Separating children into ability groups;

Examples of a mastery approach across the curriculum:

Mastery In English

Every lesson is an English lesson and will include some aspect of speaking, reading or writing to help develop skills, knowledge and understanding in other subject areas.

From Year 1, children who show mastery of writing will have a clear authorial voice with evident purpose and audience. Their writing will show control and restraint both of word choices and structures. They will often draw on models from reading, and manipulate them for their own purposes. They will also have the stamina to write for extended periods. Teachers plan longer sequences of work in English to allow children to know a book inside and out, to look at how writers use language and words to impact on the reader and use them as models for their own writing. Topics from other curriculum areas are linked to wonderful, high-quality books which can be thoroughly explored. Teachers place less emphasis on covering so many text types in each year group; identifying fewer text types to be taught, but teaching them in greater depth, so that children are secure in the types taught and can write them in any context with confidence.

Instructions, for example, can be taught and secured in Y2. There will be many purposeful opportunities to write instructions across the curriculum all through KS2.

Mastery of Writing is about effective not formulaic writing. Children are beginning to understand that they need to make choices about the sentences and words in their writing. Simply applying a "list" of grammatical features will not make great writing e.g - finding adjectives to describe a tiger went from first thoughts of *orange, scary, stripy* to *majestic*,

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fiery, ravenous. In the past, we have been too quick to accept first responses and too slow to say when a word choice is not effective.

Mastery means children must be able to understand how to improve their work
Using proofreading to check for accuracy – spelling, punctuation and correct grammar.
Time to explore words, develop phrases, play with sentences and paragraphs means that children always consider impact on the reader when they write. When they recall the skill or feature and use it appropriately without prompting in their writing. At that point, children are doing this consistently, they have secured the learning.

Teachers will look for opportunities for children to write for real purposes e.g sports journalism -reporting on school competitions; writing to local businesses to request information or to support fund raising.

Children are given opportunities to represent their class as members of Student Voice and Ethos Committee and can take on responsibilities such as running the library, organising book fairs and reading to younger children. Throughout the year children have the chance to show mastery in oracy skills in Christmas productions, class acts of worship and special assemblies.

To master English and achieve beyond the expectations for their age, children must be able to independently apply their Reading, Writing and Speaking skills in a range of contexts across all curriculum subjects.

Mastery in Maths:

The essential idea behind mastery is that ***all children*** need a ***deep*** understanding of the mathematics they are learning so that:

- future mathematical learning is built on solid foundations which do not need to be re-taught;
- there is no need for separate catch-up programmes due to some children falling behind;
- children who, under other teaching approaches, can often fall a long way behind, are better able to keep up with their peers, so that gaps in attainment are narrowed whilst the attainment of all is raised.

There are generally four ways in which the term mastery in mathematics is used:

1. A mastery approach: a set of principles and beliefs. This includes a belief that all pupils are capable of understanding and doing mathematics, given sufficient time. Pupils are neither 'born with the maths gene' nor 'just no good at maths'. With good teaching, appropriate resources, effort and a 'can do' attitude all children can achieve in and enjoy mathematics.

2. A mastery curriculum: one set of mathematical concepts and big ideas for all. All pupils need access to these concepts and ideas and to the rich connections between them. There is no such thing as 'special needs mathematics' or 'gifted and talented mathematics'. Mathematics is mathematics and the key ideas and building blocks are important for everyone.

3. Teaching for mastery: a set of practices that keep the class working together on the same topic, whilst at the same time addressing the need for all pupils to master the curriculum and for some to gain greater depth of proficiency and understanding. Challenge is provided by going deeper.

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4. Achieving mastery of particular topics and areas of mathematics. Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly.

It involves knowing 'why' as well as knowing 'that' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations.