



Uffculme Primary School

Teaching for Mastery

Approved by The Local Governing Body on: July 2017

Next review date: July 2018

The Uffculme Approach to Teaching for Mastery

'Aim high today to achieve higher tomorrow'

The Mastery-learning model forms the basis of our approach to traditional teaching and how we intend to embed learning skills for our children. 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 led 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. We aim to create deeper understanding rather than to accelerate pupils into new content.

We intend 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 no child will be taught content from the year group above them (unless they have 'mastered' all of the content of the year group below). They will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

Pupils need to demonstrate a high level of success in tests, typically at about the 80% level, before progressing to new content. Our teachers will aim to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level will be provided with additional tuition, peer support, small group discussion or homework so that they can reach the expected level. Those who are achieving above the expected level will be provided with appropriate challenge to further embed their application of skills and level of understanding. Our planning now indicates how greater depth objectives support this more able group and where cognitive stretch is added.

We aim to help all children achieve a greater depth of understanding through developing a positive growth mindset culture.

In order to develop this, we aim to teach our children four key learning habits through:-

- **Embracing challenge**
- **Developing Resilience** (and learning to cope with setbacks and mistake making)
- **Demonstrating Effort** and a positive attitude towards their work (growth and learning require effort)

- **Celebrating achievement through accepting Feedback** in identifying ways in which to develop further.

The skills are built through hands-on lessons and helping our children learn beyond the basic remembering of facts.

In the class room, we therefore aim to set the learning into a context and challenge the children into what they can achieve. Children are taught the value in making mistakes, with these being expected, inspected, respected, making our brains grow in order to develop a resilience in their learning. We aim to provide opportunities to enhance the quality of talk within the classroom. The amount of effort a child demonstrates in their learning is recognised through verbal and written feedback with the learning process being recognised and identified more than the end result. Opportunities are then provided for children to practice their learning and deepen this at a cross-curricular level and through the tasks set in the classroom. Achievement is celebrated through feedback given in a variety of ways recognising the learning skills they have exhibited, with next steps identified in order for them to develop their learning further. The children will be encouraged to accept constructive criticism as well as deepen their own understanding. This we identify as our mastery approach.

Children that display mastery in their learning demonstrate skills and a deeper level of understanding linking concepts, ideas with the ability to apply this to new learning.

We aim to focus on clear explanations, on checking for understanding through our questioning, on pupils explaining their thinking, on pupils taking responsibility for their learning and on providing insightful targeted feedback through our marking. We will strive to give the children strategies for success and develop their abilities to become independent learners.

In the classroom, we have started to develop the mastery approach in how we teach through the following actions;

The Uffculme Approach to Mastery Greater Depth and Open Mindset

	Element	Notes	Actions
Philosophy	Uffculme's approach	<p>Through the introduction of Growth mindset developing;-</p> <ul style="list-style-type: none"> • Attitude of staff and children towards their learning – 6 Growth mind set lessons over the year • The classroom climate developing open and positive mindset (Philosophy of 'Yet' by Carol Dweck) • Development of learning skills • Inspirational quotes from famous people • Engaging parents & understanding • Make the learning visible across the environment so that pupils have reason to deepen their understanding 	<p>Staff training</p> <p>Whole school and class assemblies</p> <p>Mastery approach as a policy</p> <p>Parent information onto the website</p>
How	Curriculum development	<ul style="list-style-type: none"> • Provide a rich context for learning - embedding the conceptual understanding, providing practical opportunities to make sense of learning • Giving pupils differing amounts of time using concrete resources to help them grasp concepts, and giving what we called the 'rapid-graspers' more challenging questions and tasks to work on, and reason about. • Pre-teaching interventions, peer teaching and rapid graspers extension work • Give children who need it, additional support over shorter, more intense periods, like a day or week. • 'Dirt days' encouraging and developing children's learning skills beyond the Mixed curriculum days e.g. Countries Day, World Book Day • Resources to support learning e.g. - BEAM, NRich, STEM • Spending longer on one idea 	<p>Staff meeting planning time</p>

	Planning/ Questioning	<ul style="list-style-type: none"> • Provide concrete learning experiences with hooks into learning • Teach all children in class, together • A range of mixed ability and ability groupings • Clear understanding of differentiation according to challenge (not set ability groups) • Deeper level for questioning and dialogue with children when applicable • Adding cognitive stretch 	Staff meeting time (INSET) for planning and to discuss professional practice e.g. through feedback from learning walks Resources on the cloud
	Feedback and marking Assessment	<ul style="list-style-type: none"> • Give verbal feedback during lessons, shortened comments in books and more ticking of correct concepts ticking of concepts in book or on tracker • Marking code to be re-examined and streamlined • Avoiding ineffective praise • Children's input & VF stamps • Marking by teachers reflects children's self- assessment marking (with an appropriate response) • Next steps identified clearly • Time allocated for children to respond to teachers feedback (in blue; teachers comments in green) • Marking to reflect the nature of the task (either peer or practice tasks; in depth if elicitation and invent tasks etc.) • Pupil/peer conferencing • SPTO Greater depth descriptors for assessment (purple) with evidence being uploaded for key/interim objectives achieved • Provide daily or weekly mini assessments with a few formal tests over the year • Assessment through the dialogue in the verbal interactions during whole class teaching and written dialogue in the children's work 	School council feedback Staff meeting time (INSET) Effective practice shared from book scrutiny and learning walks

Review	Monitoring	<ul style="list-style-type: none"> • SPTO indicates increased mastery (through # over time) • Learning walks • Book scrutiny • Pupil voice • Planning scrutiny • Pupil progress meetings termly 	
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We intend to implement cross-curricular days approx. once every half term (or six over the year) in order to give the children the opportunity to develop their learning skills of resilience, effort and feedback with different children and through different challenges in different contexts. This will include a Sports Day, (PE focus when children work in their house groups), World Book Day (English focus), Countries Day (humanities focus) and outdoor learning opportunities in the school's woodland area. Outdoor learning develops higher order thinking skills and experiential learning, which feeds into academic learning. The environment can lend itself to children being able to test, adapt, experiment and consolidate their learning independently.

Effective questioning

'Good learning starts with questions, not answers' Guy Claxton

Questioning should enable learning to become an interactive dialogue not an uninterrupted diatribe. At Uffculme Primary School, effective questioning can:-

- Help a teacher to check for understanding
- By listening to answers given, enable teachers to make adaptations in response and identify misconceptions quickly
- Through well-chosen questions, push pupils beyond their initial response and cause them to think harder and deeper

Classroom strategies for effective questioning that we use:

- Creating a climate where pupils feel safe to make mistakes
- Using a 'no-hands' rule - hands are up but we don't always choose them however it does allow the teachers to see who is engaged.
- Using probing questions – What do you think the next step would be?
- Giving children enough time to respond
- Allowing pupils time to collaborate before answering (partner/peer talk)
- Previewing questions in advance
- Phoning a friend approach -nominating a friend to answer on their behalf but pupil still then has to make a response, building on another's reply)
- Dialogic teaching – learning conversations between pupils and teacher supported through open questioning

Alternatives to questioning:

- Asking pupils to discuss a particular statement which may be true, false or ambiguous
- Inviting pupils to elaborate on their comment
- Speculating about the subject and widen discussion (I wonder what would happen if?)
- Repeating and summarising pupils comments to reinforce important points that have been made)

Effective Marking

Effective marking can;-

- Clarify success criteria
- Direct pupils to their next focus
- Encourage hard work
- Probe for understanding
- Help pupils to reflect on their learning

At Uffculme Primary School our marking represents a dialogue between teacher and pupil.

We use a marking code which is a combination of written symbols and comments to indicate to pupils whether they have achieved their learning objectives and success criteria of the lesson. We have also developed a pictorial system for our younger children or those with additional needs.

We identify what is good about their work, the strengths and a reflection of effort when applicable. Teachers will frame their marking and feedback based on each child's confidence in their work (based on their own self-assessment through our traffic light system). Work will be corrected sensitively with dots indicating what needs correcting and next steps will be added to help identify ways to improve. Challenge may also be indicated through questions to encourage deeper learning. Pupils will be allowed time to complete corrections and a response is expected to teacher's marking (in blue pen). Feedback will be given regularly and quickly and maths work will always be marked before the next lesson.