

Castleton&Glaisdale Federation

Mastery Policy October 2015

Aims

The National Curriculum 2014 states:

'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'

Research shows that a '**mastery curriculum**' broadens and deepens children's understanding so they have a love of learning and the ability to achieve excellence. This gives children independence, resilience and determination to drive their own learning forward as life-long learners.

What is Mastery?

Mastery is secure understanding of key concepts and the retention of core knowledge through depth of learning and application of skills.

Features of Mastery

An effective environment and climate for learning has:

- ✓ Quality first teaching
- ✓ High expectations
- ✓ Effective role models
- ✓ Challenge and depth of questioning with opportunities for further investigation
- ✓ Facilitation of independent learning
- ✓ Children involved in planning
- ✓ Children as problem seekers
- ✓ Resilience, decision making and adaptability
- ✓ Formative assessment
- ✓ Effective oral and written feedback
- ✓ Accelerated interventions
- ✓ High order thinking skills
- ✓ Collaborative team work
- ✓ Rationalisation, explanation and justification
- ✓ Evaluation and reflection

Planning

Opportunities for depth and Mastery:

- ✓ Questioning
- ✓ Engaging starting point
- ✓ Flexibility
- ✓ Challenge/ Cognitive demand

Assessment

Assessment 9-point Scale

Equal Opportunities and Special Educational Needs and Disabilities (SEND)

The Role of Governors:

Governors and parents understand and promote the '**mastery curriculum**'.

Review October 2018