



## Hove Junior School

Due to the change in the National Curriculum issued by the Government, schools have had to look at how they deliver its content to the children.

As a result we have had to change the methods and practices of teaching within the classroom to ensure that we delivery the mastery curriculum.

**MASTERY**

*Myth*

**BUSTER**

## What is mastery?

The National Curriculum clearly indicates the annual expectations for children. It states the knowledge and skills that children need to be fluent within every year of the Primary phase. Each year builds upon the previous content. We teach to ensure that children master the required concepts and skills.

An idea or skill has been mastered when a person can represent it in multiple ways, has the language required to reason and can independently apply it in a range of unfamiliar situations.

The mastery approach is driven by a set of principles and beliefs. We believe that all pupils are capable of understanding and learning at the expected level, given sufficient time. With excellent teaching, appropriate resources, effort and a 'can do' attitude all children can achieve.

## Is everyone taught the same thing? Do teachers no longer differentiate?

All children have access to the same learning with children completing activities designed to develop each child's understanding of the same idea or skill. Lessons are pitched at Age Related Expectation (ARE) with all children expected to access and achieve the learning at this level. This is only possible due to the skilled differentiation provided by class teachers and support staff. This differentiation involves a range of different strategies to support children that need it whilst providing stretch and challenge to those that are ready.

Strategies include:

- Support from an adult (class teacher/teaching assistant/individual needs assistant)
- Support materials to prevent cognitive overload.
- Demonstration
- Skillful questioning to promote a depth of understanding
- Identification and rapid action on misconceptions
- Challenge through rich and sophisticated problems
- Use of concrete, pictorial and abstract representations
- Efficient regrouping of children

## What is meant by the term 'fluency'?

If a child is fluent in a subject, it means that they can quickly recall skills and procedures and use them flexibly. They move fluidly between different contexts and representations, recognising relationships and making connections.

Children working fluently will have had sufficient experience and practice of a wide range of methods and have spent time evaluating best use. This means that when presented with a challenge, the child quickly applies a range of skills to quickly overcome it.

In school, we actively develop children's fluency by teaching skills that we want children to recall automatically, such as:

- Handwriting
- Spelling
- Reading
- Number facts
- A wide range of calculation strategies
- A clear focus on efficiency

At home you can help by reading every night with your child and regularly practicing the skills on their number facts.

## What is the role of the adults in the class?

Teachers carefully craft lessons to build upon children's prior knowledge, present new learning in progressive steps and make maximum use of lesson time. This includes directing all adults in the room.

At Hove Juniors we utilise the programme of study: 'Maths No Problem', which is based on the successful advances in mathematics from Singapore. 'Maths No Problem' or MNP allows all children to access a common problem, promoting discussion, questioning and lesson crafting.

At the start of a lesson, the class teacher leads back and forth interaction to introduce the new concept to be learnt. These interactions include:

- short tasks on mini whiteboards
- discussion
- clear explanations
- higher order questioning
- discussion

During this interaction, the teacher assesses the needs of **every** child in the room. The teacher and teaching assistant will circulate, providing support, challenge and intervention where necessary.

When children are ready, they will complete activities aimed to deepen their understanding of the idea being taught, provide further practice and allow them to apply their new learning in a range of different contexts. These activities are designed to develop both a deep understanding of the ideas and a fluent approach to using it through carefully planned variation. All activities are carefully crafted to ensure the tasks are presented in progressive, coherent steps thereby leaving no child behind.

While children complete tasks independently, with a peer or in a small group, the adults in the room provide the children with live feedback. This is immediate, often verbal feedback to keep children on track, provide timely intervention or further challenge. It may involve use of a teaching assistant/individual needs assistant to provide support or further challenge. Through immediate assessment the teacher may occasionally decide to re-direct the focus of teaching or the task.

By the end of the lesson, every child will have received feedback specific to their needs enabling the teacher to personalise the learning experience for each child. It may also mean that a child is highlighted as requiring further support in the form of a 'Same Day Intervention' or 'Formative Assessment Booster'.

## What is 'Same Day Intervention' or 'Formative Assessment Booster'?

At the end of a lesson, teachers assess pupils' learning and identify children from their class that would benefit from intervention later in the day. This intervention may be for children who need further support or children that would benefit from accessing further challenge. From this and liaison with key adults, they decide on the approach. The preparation could include:

- Planning to present the concept in a new way.
- Identifying suitable practice or challenge activities.
- Identifying and sourcing appropriate resources and support materials

- Responding to the individual needs of the children in the group.

Through this, children receive targeted intervention in a specific area, increasing confidence and allowing children the chance to start the next lesson in line with their peers.

## How are previously high attaining children challenged and not held back?

Prior to the mastery curriculum, challenge was only provided for perceived higher ability children whilst access to curriculum was often restricted for others.

'Previously high attaining' children still have huge variations in their abilities! Teaching for mastery allows teachers to identify next steps for every child and to tailor activities based on each child's needs rather than providing one 'blanket' extension activity.

Teaching for mastery means that challenge is presented at every step of the lesson. Opportunities for Journaling and challenge cards are available throughout the lesson. These provide the opportunity to study the concept at a greater level of depth and are available to **all** children. Some children do work quicker than others but access to the challenge is not limited to those children who finish their work but to those that are ready for it. The National Curriculum states: *decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.*