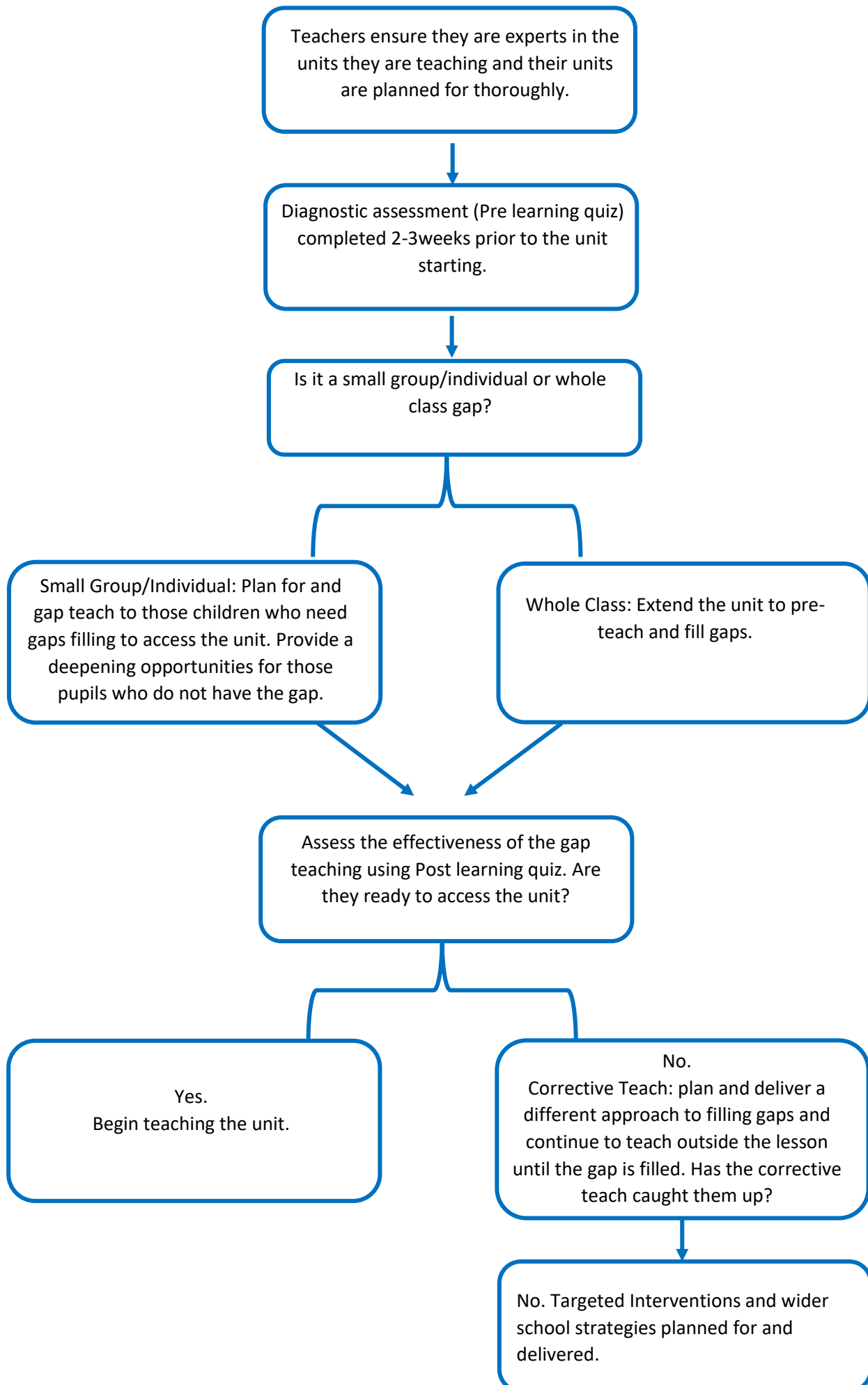


## Cravenwood Primary Mastery Teaching Policy



### **Our Curriculum:**

All subjects are sequential and progressive and build upon prior learning. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge with the support from CPD provided by Subject Leaders.

### **Pre Learning:**

Pre learning gaps could be a previous year groups gap or a prior unit gap. To identify the gaps teachers give a diagnostic quiz to all students before a unit starts (2-3weeks prior). This quiz informs the pre learning that needs to happen. Teachers then plan for and fill these gaps before the new unit begins so that all the children have the necessary skills, knowledge and understanding to access the unit when the unit starts. The United Learning curriculum and Maths No Problem curriculum provides pre-learning quizzes in all subjects.

### **Gap/Corrective teaching:**

Pre learning gaps can be filled through gap teaching. Gap teaching can be done by a teacher or TA. They are taught after the lesson but before the next lesson. The idea is to fill gaps immediately so the child can access the next lesson. If a child still hasn't learned after corrective teaching then the gap is taught outside the lesson as a gap for the rest of the unit/ until learned.

### **Quality first teaching:**

Begin with the end in mind when you clearly know where you are heading the route is easier. Make sure the outcomes are clear and detailed.

Each lesson has a clear LI, SC (part of the scaffolding)

Begin with high quality whole class teaching.

- Review daily prior learning, 'the struggle to remember' helps the move from short term to long term memory.
- Teach in small steps using models and teacher making thought processes verbal and so explicit.
- Constantly check pupil understanding by asking questions. Practice a neutral tone when asking questions and responding to answers, (children pick up on our tone and inflection to check they have the correct answer) that's interesting, do you agree? Are they right? Explain to me why you think this, are useful prompts to challenge and deepen learning throughout the lesson.
- Create time in every lesson for children to discuss, use and manipulate the new learning working supportively and collaboratively with peers or an adult. Most lessons include a Kagan Structure to facilitate collaborative learning.
- When learning is new provide scaffolds (like SC) to help children to remember, but don't let children rely on them. Remove early so children again have to struggle to remember.
- Provide sufficient time for independent practice so that children can overlearn new skills, knowledge, understandings and develop automatic recall.
- Build in regular episodic reviews in addition to the daily review, weekly and monthly, end of unit, end of term.

Plan to teach the learning in a number of different ways if you think the children will have difficulty with a concept. You may use different apparatus to ensure learning is happening.

The idea is that the children all start from the same place, then the teaching is **adapted** to ensure learning; different apparatus, more practice, home learning, practical application to different areas/tasks. With mastery we have assessed and pre taught so the children will all be able to access the unit at the level that is age related, so what we are doing is adapting teaching as we formatively assess in the lesson to make sure everyone learns, and reaches the age related outcomes we have described.

Teacher and other adults circulate throughout the lesson to check for understanding in the moment. (This is formative assessment)

Formative assessment is planned into the lesson, quiz, verbal, written, demonstration, performance, questioning. Formative assessment also checks for progress; are the children progressing?

Feedback is immediate, corrective, precise and acted on in every lesson.

Activities to extend and deepen learning within age related expectations are planned for at the beginning of the unit.

**Corrective teaching:**

Corrective teaching must be done by the teacher, who needs to find a different way of teaching the content so it is learned. Time is allocated during the flow of the lessons, it is planned in at the MTP stage and happens after an assessment opportunity. It cannot be pre planned as you don't know what the children are going to have difficulty learning. The expectation is that every child will have mastered their year group's curriculum.

**New Arrivals to school:**

On entry, INA are assessed against the EAL steps and appropriate additional provision is put in place if necessary.

New arrivals who do not require an INA intervention are assessed using the latest PIRA and PUMA assessments and appropriate provision is planned for. All children, where appropriate, are included in the modelling section of every lesson and exposed to their year group's curriculum.