

Mereworth Community Primary School

Mastery and the new National Curriculum including 21 STEPS Assessment

Mastery in Mathematics and English:

All children need a **deep** understanding of the Mathematics and English curriculum they are learning.

Key measures of this are the abilities to **reason** mathematically and to solve increasingly complex **problems**, doing so with **fluency**.

In reading children, need to be able to demonstrate evidence of word reading and comprehension, and in writing mastery of composition skills including planning, drafting, evaluating, editing and proof reading. This will also include the ability of children to demonstrate that vocabulary, grammar, punctuation, spelling and handwriting are embedded at the national standard for their age group.

A mastery approach at Mereworth Primary School

21 STEPS and our school **Growth Mind-set culture**, enable us to ensure that children have a 'can do' attitude and approach to all aspects of learning. The teachers and children at our school believe that we can all achieve and that everyone is capable of learning and becoming more intelligent. There is strong evidence that challenging ourselves in our learning and trying our best and believing we 'can do it' are the most important factors in learning. Mastery of learning is for all pupils in our school.

A mastery curriculum

Our 21 STEPS formative assessment system, based on the new National Curriculum, provides one set of **Mathematical and English concepts**, with key ideas and the building blocks for progression.

Teaching of mastery

21 STEPS enables pupils to work on the **same concepts** while meeting the needs of all pupils; 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, rather than accelerating into the next year group expectations or Mathematical / English content. 21 STEPS will ensure teaching is **focussed** (on children's needs and abilities), **rigorous** and **thorough**, to ensure that learning is sufficiently embedded and sustained over time.

Achieving **mastery** of particular topics and areas of Mathematics and English will involve children demonstrating and knowing 'why;' using their knowledge appropriately, flexibly and creatively; to apply it to new and unfamiliar situations.

At Mereworth we want to ensure our children develop '**deep**' understanding. Pupils will benefit from **enrichment** and **deepening** of content rather than acceleration into new content/new year group expectations. We will provide children with activities that encourage them to look for **connections** and **relationships** between concepts so that they can apply learning in a range of contexts.

Mastery of the curriculum requires all pupils;

- To use English and Mathematical concepts, facts and procedures appropriately, flexibly and fluently;
- Recall key number facts with speed and accuracy and use them to calculate unknown facts. In English be able to apply all aspects of writing transcription and reading skills at the national standard, ensuring these are embedded for each of the key areas assessed;
- Have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.

Therefore **mastery** is what our pupils should be doing when they meet 'age related expectations.' At Mereworth we use '**The National Centre of Excellence of Teaching Mathematics,**' NCETM materials and resources, to support the teaching of mathematics in each year group.

Our 21 STEPS Assessment system provides on going **formative assessment** of the age related expectations. At Mereworth we will assess pupils on an **ongoing basis** and using **summative assessment** (high quality tests) to ensure the children have mastery of these age related expectations. This approach to assessment will significantly contribute to raising standards and ensure that assessment informs planning and next steps for individual pupils. Whenever possible we will use a 'keep-up' approach to learning, including 'same day interventions' in class, to ensure that children that have found a concept difficult to understand will receive further teaching and learning experiences to develop their understanding and keep up with the new higher expectations of the curriculum.

Miss Lavelle

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