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ST. Mary's CVA New Mills

Teaching and Learning Policy

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2   Key Principles

As a learning community, we will think about when children learn, what children learn and how they learn. We also recognise that everyone in the school community is a learner including parents, the leadership team, teachers and support staff. At St. Mary's CVA, we have an expectation that teaching is always 'Good' or better.
https://www.stmarysnewmills.srscmat.co.uk/wp-content/uploads/sites/30/2021/09/nmm_curriculum-intent_10.3.20.pdf
Our Teaching and Learning Policy considers: (Links to the Teaching Standards-appendix B)

- How children learn
- What we want the children to learn
- How we want the children to learn
- How we will know that learning is happening
- Who will be involved in the learning

At St. Mary's CVA, we believe children learn best when the following key issues are applied: (Evidence research -EEF: Education Endowment Foundation

1.   Learning activities are well planned, ensuring progress in the short, medium and long term and incorporate different learning styles which develop metacognition and promote Culture Capital.
2.   Teaching and learning activities enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning by using a range of teaching strategies and styles
3.   Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
4.   The learning environment is ordered, the atmosphere is purposeful, and children feel safe
5.   There are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed

3. Learning Behaviours

At St. Mary's CVA, we believe developing our children's ability to discuss their learning and helping them develop a language to talk about their own learning enable them to become better learners now and in the future. We promote a growth mindset and encourage children to embrace new challenges, be open to constructive criticism, take feedback and use it, push themselves outside of their comfort zone and show resilience and perseverance. This allows all our pupils to develop their character and equip them with the life skills required for adulthood.

We are developing children's ability to discuss their learning and helping them develop a language to talk about their own learning. In order to prepare children to become learners for life, we plan for them to develop the following learning behaviours along each step of the learning journey -

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Resilience – To learn from mistakes and seeing that having to rethink an aspect of their learning as a way to improve.

Risk Taking – To ask questions such as "What if...?" and "What shall we try now?" - it is also about children pushing themselves to try new things and learn in different ways.

Thinking – To value their own ideas and to find a strategy to solve problems.

Respect – Centred within our school values, through respecting different beliefs and values and respecting each other

Reflection – To actively evaluate and improve their work and developing the ability to reflect on their achievements and successes

Independence – To take responsibility for their own learning and to find out for themselves and being skilled to be able to do so.

Active/motivation – To develop the belief that learning is for them and they have a responsibility for their own achievements, it is also about valuing effort and taking the initiative for their own learning.

Creativity – To develop creativity across all areas of the curriculum.

Developing higher order thinking skills in and out of class is a priority for staff and children. We do this through using Bloom's Taxonomy to plan our questioning and learning opportunities within a lesson and within a unit of work. We ensure all lessons and learning sequences are planned and developed to ensure all children can develop and build on these learning skills –

I can Remember: recall facts and basic concepts
I can Understand: explain ideas and concepts
I can Apply: use information in new situations
I can Analyse: make connections between ideas
I can Evaluate: justify a decision
I can Create: producing new or original work

4. **Planning**

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.
THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:
• effective explanation and focussed learning activities with clear objectives and outcomes
 • a clear understanding by the children of the method and purpose of activities in which they engage
 • progress in the children's learning (in their books, on the walls, in conversation, in their learning behaviour)
TEACHERS WILL ENSURE THAT:
 • work is planned, both termly and weekly and electronic termly knowledge mats/ plans are on the website within each class page for parents to view.
 • termly and weekly plans adhere to the progression of skills and distribution of knowledge defined in the whole school

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• planning is holistic, recognising connections between areas of learning and taking into account the role teaching has in promoting the children's spiritual, moral, social and cultural development and mental wellbeing.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

• there is a Curriculum Policy in place that is broad and balanced (refer to St. Mary's school website https://www.saintmarysnewmills.co.uk/policies/)

• a monitoring cycle is in place to support the progress of individuals and groups of learners:

Pupil Progress Meetings, lesson observations, book swaps, environment walks planning scrutiny and pupil interviews all support this cycle.

Teachers must think carefully about the learning journey and ensure they plan out a sequence of lessons that develop a range of skills through a range of learning experiences that motivate and engage learners. Where possible, teachers must involve children in their long term planning through building in pre assessment opportunities that are designed to identify –

- What children already know
- What they have already learnt in school that they can make links to
- What they would like to find out
- How they would like to find it out
  (refer to school website link- https://www.stmarysnewmills.srscmat.co.uk/information/school-

Classroom displays should demonstrate the learning journey and identify the steps in learning throughout the unit of work.

5. **Teaching and Learning Expectations**

Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

• creative teaching and creative learning

• teaching that avails the construction of skill and knowledge structures, making learning accessible and motivating for children

• learning-activities that enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more

• a pace of learning that is optimised for progress and high-quality outcomes

• children's home-learning being valued

• children learning independently

• children collaborating on projects e.g. Eco group, Fairtrade and Pupil Chaplaincy team.

• children enjoying their learning

TEACHERS WILL MAKE SURE THAT:

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• well-judged and effective teaching strategies successfully engage pupils in their learning – a Wow Factor is used as a stimulus for each topic.
• they use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
• well framed questions, knowledgeable answers and the use of discussion, promotes deep learning
• they ensure an appropriate ratio of teacher led and independent activities to engage the children
• appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
• learning and learning outcomes, both within school and at home, are celebrated regularly in public forums such as Achievement Assemblies, notice boards, school website, and the School App.
• whole school themes provide points of shared discussion and motivate learners across the school e.g. British Values, Diversity Week, online safety, anti-bullying, UNICEF RRS and Global Learning.

6. **Assessment (refer to grid Appendix A)**

Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.   Assessment for Learning is embedded throughout all teaching and learning, and this will be evident in classroom practice through –
- Children using frequent, detailed and accurate feedback from teachers, both oral and written, to improve their learning – e.g. redrafting writing in collaboration with the teacher, conferencing
- Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
- Children who are aware of, and understand, the one area that they are working towards and need to improve on
- Children with specific learning needs receiving support at the time and level that is required to optimise their learning
- Children supporting one another where appropriate
- Independent learning, where children use assessment information to direct their own learning activity

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:
• children using frequent, detailed and accurate feedback from teachers, both oral and written(fix it time is used to allow children to clarify any misconceptions) to improve their learning – e.g. redrafting writing in collaboration with the teacher
• children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best
• children with specific learning needs receiving support at the time and level it is required to optimise their learning
• pupils supporting one another where appropriate

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• independent learning, where children use assessment information to direct their own learning activity
TEACHERS WILL MAKE SURE THAT:
• the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback
• marking is frequent and regular (the aim being that all written outcomes are marked within one week of completion) providing pupils with very clear guidance on how learning-outcomes can be improved

 • a range of marking strategies are used (e.g. peer assessment, self-assessment, detailed comments.)
• they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
• they keep agreed assessment records: e.g. Phonics Tracker Sheet, half-termly data recording, use of Insight to record termly progress and attainment
IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:
• there is an Assessment policy in place that ensures consistency of practice
• there is an efficient system of Pupil Data Tracking in place; data is scrutinised rigorously in Pupil Progress Meetings this involves members of the Senior Leadership Team; this data is utilised in the deployment of resources, providing advice and intervention where necessary

7. **Environment**

Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:
• an atmosphere of mutual respect between adults and children
• children who feel secure to speak and act freely
• children's high self-esteem, with all children feeling valued and secure
• children taking risks in their learning, and learning from their mistakes
• children's learning outcomes displayed around the classroom and the school for others to appreciate and admire
• organisation of classroom routines and resources to optimise learning

Within each classroom there will be –

Displays should reflect the learning that is taking place in the classroom. In English and maths, the working walls are updated throughout the learning journey and must –

•   Be an interactive display that follows the learning journey (including pre assessment, learning objectives, modelled examples, key vocabulary and learning outcomes).
•   Reinforce and consolidate children's knowledge and understanding through practical applications to learn a skill.

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- Reference and reflect CURRENT work and individual steps being covered in particular subjects or topics.
- The learning journey or process should be shown – either as the unit progresses or as a complete process with reference made to each step and the work on the board it refers to.

Expectations include –

Displays
- Working wall for English
- Working wall for Maths
- Phonics in KS 1
- RE display and prayer table
- subject display
- Artwork displayed
- Mission statement and Core Values
- Common exception words/ phonics/GPS/vocabulary
- Learning behaviours and thinking skills displayed
- Quality of Display Work:
- Examples of modelled / scaffolded work
- Children's work is displayed and valued –

Book corner
- Books displayed neatly and organised on shelves
- A range of books displayed to invite children to read
- Inviting seating area for children to sit and read

R.E. Focal Area
Cloth of correct colour; artefacts; subject specific vocabulary; R.E. book basket; crucifix, Come and See knowledge Mat

TEACHERS WILL MAKE SURE THAT:
• they teach children how to behave well
• they employ positive strategies for managing children's behaviour that help pupils understand the school's expectations and that these strategies are underpinned by the clear range of rewards and sanctions set out in the schools behaviour policy, and these are applied fairly and consistently
• good behaviour is modelled by them at all times in their interaction with children and other adults with conflict dealt with in a calm and fair manner – they will not shout or lose their temper
• children will be encouraged in their learning and their efforts will be praised both in the classroom and in assemblies
• any criticism will be constructive and children's self-esteem and mental wellbeing will always be maintained

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IMPLICATIONS FOR THE WHOLE SCHOOL:

• a clear behaviour policy is in place and all adults working in the school have a complete understanding of its content so that it is applied fairly and consistently across the whole school
• high expectations of behaviour, including children's attendance and punctuality at school, are communicated to, and shared by, all children, parents and staff, through our assertive mentoring programme
• safeguarding procedures are in place and are adhered to using My Concern

8. Home School links

Children learn best when there are strong links between home and school and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

• children's home-learning is valued, resulting from tasks and activities set by the teacher and those occurring independently of school

TEACHERS WILL MAKE SURE THAT:

• useful feedback about their children's learning is given regularly to parents, both informally, when appropriate, and formally, through bi-annually parent, teacher meetings and an annual written report
• parents know how they can support their child's learning at home or in school
• they are approachable and available to parents (by appointment if necessary)
• information about class trips, class and school events, and other relevant topics are communicated efficiently to parents via Class dojo, via letter or on the school website
• parents are welcomed to help in their classrooms and /or around school
• they set appropriate home-learning activities to develop children's understanding of topics covered in class

IMPLICATIONS FOR THE WHOLE SCHOOL:

• ensure parents are informed about school events and relevant topics through weekly newsletters, letters, Class dojo, notice boards and the school website
• facilitate parental involvement through their continued support with activities in school such as Well-being walks and the continued success of a vibrant dedicated parent, teacher association

Please refer to the Homework Policy on the school website using this link.
https://www.stmarysnewmills.srscmat.co.uk/wp-content/uploads/sites/30/2024/01/Homework-policy-2025.pdf

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9.Appendix A

EEF-research in Appendix	Core Expectations	Enhanced Expectations
Understanding data and setting targets	• Learn how to understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements e.g. phase and external moderation. • Make use of formative and summative assessment to secure pupil progress including marking and response to marking, target setting, end of year tests, pupil progress meetings. • Use relevant data to monitor progress, set targets and plan subsequent lessons. • Teach the children how to respond to next step marking, clarifying the importance of this. • Know your targets.	• Children are actively engaged in target setting and providing evidence for their targets. • Peer and self-assessment against exemplars and National Curriculum.
Planning differentiated learning	• Clear learning objectives and success criteria. • Scaffolding for lower ability. • Differentiation based on prior-assessment • Open ended tasks to challenge all children at their level. • Planning for effective use of 1:1 support staff. • Opportunities for self, peer and teacher assessment during the lesson.	• Fluid grouping allows pupils to move between groups to a more or less challenging task. • Personalised opportunities for children to use their individual strengths.
Feedback to pupils	• Work is marked in line with the school policy. • Evidence of peer and self-assessment. • Verbal feedback is giving on a regular basis. • Feedback is given based on pupil's ability. • Pupils are given appropriate feedback that is actively moving the learning forward i.e. feedback is	• Pupils use feedback to become independent and resilient learners. • Pupils use feedback to help organise and promote the learning environment. • Teachers receive feedback from pupils about feedback given to them and this is acted upon as appropriate.

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	not passive and is linked to objectives and targets. • Pupils have appropriate time to respond to marking.	
Monitoring, assessing progress and adapting teaching	• Make good use of assessment data to inform planning. Use of Insight, FFT20 • Be highly reflective of own practice and adapt teaching in response to this. • Be aware of individual groups and their achievement. • Participate actively in moderation. • Make use of pupil's starting points. • Be aware of national expectations. • Stay informed on current educational issues/reforms.	• Children can discuss their own progress and next steps. This leads into effective peer assessment. • Response to marking is embedded and used effectively. • Key focus groups identified, and relevant short intervention put into place.
Independent Learning	• Children know where to access resources to support their learning and know that it is okay to use resources and that they have permission to access them. • Displays support current learning and children know how to access and use working walls effectively. Rocket Recaps are evident in every class. • Children are encouraged to build resilience, to take risks and ask questions and make mistakes.	• Children choose their own resources or plan their own activities in order to achieve a learning objective. • Children are self-motivated to develop a love of learning and assess their own work to see how they can move forward. • Teachers ensure they use a variety of resources and sources to develop and promote independent learners, including the use of other adults.
High Expectations (behaviour, standards, values, attitudes to learning)	• Consistent rules and routines – behaviour steps implemented. • Promote good positive behaviour. • Lessons planned for and organised. • Fun, firm, fair. • Promoting British and Catholic values.	• Pupil mediators • Promote independent resilient learners.
Evaluating lessons and effectiveness	• The lesson is engaging all learners. • Differentiated activities. • Effective marking and response to marking. • Effective questioning.	• Regular pupil conferencing about the effectiveness of lessons. Pupil voice • Peer lesson observations and feedback/coaching and mentoring.

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	• Different teaching and learning styles are used as appropriate. • Lessons adapted accordingly based on progress.	• Evaluating learning to enhance and provide out of class activities to stimulate enjoyment.
Accurate Assessment	• Teachers understand what constitutes each level/age related expectations. • Correlation between test data and teacher assessment. • Understanding the steps from one sub-level to the next. • Use data to set targets and monitor progress. • Use assessment data to plan lessons. • Give pupils regular feedback. • Encourage pupils to respond to marking in a way that moves learning forward. • Regular teacher/pupil individual meeting to discuss targets and progress in their work.	• Produce an additional piece of work in response to marking (independent-e.g hot tasks). • Deploy a variety of assessment methods to suit all learners. • Children are involved in the assessment process and develop a powerful reflective ability which is evidenced in accurate peer and self-assessment
Homework	• Homework is set on a regular basis (based on age) for English and Maths. Learning platforms include- class dojo and teams • Homework is differentiated based on ability where appropriate. • Homework is expected to be completed and returned.(refer to Remote home learning Policy and Homework Policy-school website) • Homework is relevant to the current class teaching. • Pupils are encouraged to use a variety of resources and sources to complete homework (ensure no pupils are disadvantaged).	• Pupils take responsibility for independent research relating to their own interests within the topic. • Pupils and parents know how to support each other to complete homework tasks and develop learning. Supported by the school e.g. problem-solving workshops.

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	• Explicit links are made across learning areas and cross curricular topics. • Pupils take responsibility for the quality and quantity and handing in of their homework to promote independence.	
Subject Knowledge	• Have a secure knowledge of the relevant subject and curricular areas. • Create dynamic lessons to stimulate and foster pupils' interests. • Develop a love for learning in the children. • Develop an enquiring mind and research skills (independent). • Promote high standards of literacy and articulacy and the correct use of Standard English. • Keep up to date with policies and development in subject areas. • Teachers should have a full understanding of phonics. • Offer CPD opportunities to other staff members.	• Teachers should have specialist subject knowledge. • Use expertise to offer varied extra curriculum activities/clubs. • Children to provide informative sessions about their interests regarding a particular subject/curriculum area.
Self-Review of Teaching	• Use evidence from observations, pupil conferencing and scrutinise of books/planning to identify areas of development. • Seek help and advice from colleagues to develop areas from feedback. • Keep up to date with educational issues/changes through reading. • Highlight CPD and apply skills in their teaching. • Have a professional regard for the ethos, policies and practices of the school. • Set high expectations of their practice.	• Pupils are involved in supporting teachers to self-review. • Teachers continually review their teaching, identifying support to improve so they are outstanding. • The teaching over time record is used as a continuous evaluative tool.

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Use of other adults	• All adults are planned for in all parts of the lesson and are informed of it which leads to them being active and fully involved in supporting learning throughout the lesson. • Support staff are able to feedback accurately to the teacher about the progress pupils have made against the L/O and success criteria. • Planning ensures that other adults work with all ability groups at different times. (EEF) • Good communication between teachers and other adults regarding the expectations in pupils' performance, both short and long term.	• Other adults are involved in or contribute to planning. • Other adults are able to move learning forward with skilful questioning and assessment. • Other adults are able to adapt learning tasks accordingly to move pupils forward within a lesson so that the learning objective met.
Ensuring stimulating, engaging and challenging learning opportunities	• Use a variety of teaching techniques to engage pupils, including practical approaches to learning, including outdoor learning. • Organise regular wider experiences matched to the curriculum map to enhance the children's learning experiences. • Differentiate work to ensure that the needs of all pupils are met, including scaffolding for less able children and challenges for the more able children.	• Create an ethos to enable children to develop lifelong independent learning skills.
Questioning	• Plan open questions to develop children's curiosity. • Use a variety of strategies (e.g. lolly sticks) to ensure that all children contribute to questions raised during the lesson. • Adapt questions to meet the needs of the children within that lesson and develop the understanding of all groups of children.	• Children develop their own questions to move their learning forward through the success criteria or learning objective. • All adults are able to successfully question children to move learning forward.

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Appendix B. Evidence based research

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/

Education
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Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring).

How effective is it?

Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.

Collaborative learning

A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned. Pupils in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task.

Some collaborative learning approaches put mixed ability teams or groups to work in competition with each other in order to drive more effective collaboration. There is a very wide range of

approaches to collaborative and cooperative learning involving different kinds of organisation and tasks. Peer tutoring can also be considered as a type of collaborative learning, but in the Toolkit it is reviewed as a separate topic.

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How effective is it?

The impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.

How secure is the evidence?

Over 40 years a number of systematic reviews and meta-analyses have provided consistent evidence about the benefits of collaborative learning. In addition to direct evidence from research into collaborative approaches, there is also indirect evidence that has shown that collaboration can increase the effectiveness of other approaches such as Mastery learning or Digital technology. Collaborative learning appears to work well for all ages if activities are suitably structured for learners' capabilities and positive evidence has been found across the curriculum.

Phonics

Phonics is an approach to teaching reading, and some aspects of writing, by developing learners' phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.

How effective is it?

Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.

Metacognition and self-regulation

Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components:

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- cognition - the mental process involved in knowing, understanding, and learning;
- metacognition - often defined as 'learning to learn'; and
- motivation - willingness to engage our metacognitive and cognitive skills.

How effective is it?

Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.

These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.

The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.

The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.

How secure is the evidence?

A number of systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.

The approaches that have been tested tend to involve applying self-regulation strategies to specific tasks involving subject knowledge, rather than learning generic 'thinking skills'.

Mastery learning

Traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved.

Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.

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Review date – March 2024

Motto:
God shines within our hearts.
Jesus walks by our side.
The Holy Spirit Gives us strength.

Next review date – March 2025

How effective is it?

There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.

Mastery learning appears to be a promising strategy for narrowing the gap.
The effects of mastery learning tend to cluster at two points; two of the meta-analyses show little or no impact, while the rest show an impact of up to six months' additional progress. This variation implies that making mastery learning work effectively is challenging.

Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also <u>Collaborative learning</u> and <u>Peer tutoring</u>). It also seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also <u>Individualised instruction</u>).

Mastery learning may also be more effective when used as an occasional or additional teaching strategy: programmes with durations of less than 12 weeks have tended to report a higher impact than longer programmes. Schools may wish to consider using mastery learning for particularly challenging topics or concepts, rather than for all lessons.

Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.

Appendix C

https://schoolleaders.thekeysupport.com/staff/performance-management/professional-standards/teachers-standards-overview/?marker=content-body

Teachers must:

- Make the education of their pupils their first concern
- Be accountable for achieving the highest possible standards in work and conduct
- Act with honesty and integrity
- Have strong subject knowledge
- Keep their knowledge and skills as teachers up-to-date and be self-critical
- Forge positive professional relationships
- Work with parents in the best interests of their pupils

Part 1: teaching
A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

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2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Part 2: personal and professional conduct
Teachers:

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  o Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries
  o Having regard for the need to safeguard pupils' well-being
  o Showing tolerance of and respect for the rights of others
  o Not undermining fundamental British values (i.e. democracy, rule of law, individual liberty and mutual respect, tolerance of those with different faiths and beliefs)
  o Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities