

## English at Tregoze Primary School - The Mastery Model of Learning

At Tregoze Primary School we follow the 'Mastery Learning Model' when we teach English. This involves spending greater time securing the National Curriculum objectives. Previously, when children were moved through the different grammar, punctuation and writing elements too quickly, it resulted in them having gaps in their knowledge because the concept they had just learnt was either too big or learnt too quickly/early. As a primary school, it is our duty to ensure that children have an absolutely solid, concrete understanding of English skills as well as encouraging them to embrace challenge.

Our intention is take learning at a measured pace. This will better ensure no child is left behind as well as providing deeper and richer experiences for children who are grasping ideas quickly. The children are only taught the content from their year group and not going beyond this. Evidence shows that children need to be able to understand a concept, apply it across a range of genres and then be creative with it to really understand (or master) it. Simply going beyond the requirements of their age group does not guarantee they have fully understood something – just that they have heard it.

In essence, this means working towards:

- **Cross curricular teaching**– when possible, all English work is linked to the class topic.
- **Consistency of grammar, punctuation and spelling** – this is incorporated into every English lesson and the expectation is that it is applied across all writing. Each year group has an overview of what is taught in their year group.
- **Independence**– through visual prompts, editing, peer assessment and scaffolding the children are encouraged to work independently to improve their English skills.
- **Embedding the genre** – each new unit is introduced with an example of an age-related text which is annotated and pulled into a checklist. The children spend time understanding all of the key features, purpose and audience and how it is planned before writing their own final piece.
- **A final extended write** – It is our aim that the children will always produce a final extended write that is edited by the child. This is then assessed by the teacher against the age-related expectations of the year group to identify the next steps for teaching and learning.

All this means there may be a change in the way we have historically taught and assessed pupils. We will be doing more of this:

- Teaching all pupils in class, together, most of the time;
- Verbal feedback during lessons and marking in the moment;
- Spending longer on one skill (grammar, punctuation, spelling, reading or writing)
- Giving pupils who need it additional support over shorter more intense timescales – ideally same/next day - to prevent gaps in learning occurring
- Giving pupils who need it additional support to challenge them and apply their thinking
- Regular assessments

And less of this:

- Formal marking with lots of feedback and 'next steps'
- Covering lots of ideas in one week or one lesson
- Formal, long term interventions to boost pupils out of class
- Separating in to ability groups
- Formal testing of pupils termly

Mathematics Lesson (09:00 – 09:45)	
<i>'Learning Together'</i>	
<i>'Learning Together'</i>	<i>'Support&amp;Challenge'</i>

MOT Session (11:00 – 11:30)
<b>Skills Sessions</b> <i>Arithmetic/Intervention/Practice</i>
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