

Mastery Learning and Assessment

Maplewell Hall School



Mastery Learning and Assessment

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Mastery Learning and Assessment

Mastery Learning

Teaching for 'mastery' supports National Curriculum objectives, but spends more time reinforcing fundamental knowledge and skills before progressing to more difficult areas of each subject.

What is the purpose of Mastery Learning?

- Providing different Curriculum pathways, students are able to move forward with their learning; being more secure in their knowledge, skills and abilities.
- Opportunities to revisit, apply learning and robustly address misconceptions is particularly beneficial for students with special educational needs, where retention of information can be more of a challenge.
- The DFE has advised to deepen an able child's knowledge and understanding rather than just moving on to the next year's objectives.

The 'Mastery' approach

- All students are learning the same units, with emphasis on matching work to the needs of individual students.
- Teachers need to break 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.
- Students are expected to show they have mastered a certain unit before moving onto the next unit/topic.
- Formative and summative assessment play an integral role in the delivery of the 'mastery' system.
- Students that do not successfully cover the curriculum at the required level are provided with interventions such as: small group discussions, after-school sessions, or homework so that they can reach the expected level.

Assessment

Rationale

Mastery assessment, recording, reporting and feedback is a continuous and on-going process and is part of the cycle of learning. As a school, we make use of both formative and summative assessment methods.

Assessment reflects the formal and informal judgements made by teachers and students about standards of work and is measured, where appropriate, against nationally agreed criteria.

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Aims of assessment:

Through the assessment process, we aim to gather information, which enables our teachers to:

- evaluate and record each student's attainment and progress
- identify individual students' strengths and weaknesses
- evaluate their teaching effectiveness
- plan future learning and teaching experiences
- match work to the needs of individual students and set appropriate individual targets and tasks for students.
- compare individual, class and school levels of attainment and progress using internal and external measures
- provide accurate information to parents and colleagues about the progress and development of each student which is consistent across the school
- ensure all students experience challenge and success
- recognise the whole range of students' achievements
- assist in diagnosing specific difficulties

A teacher must make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress.
- responsible for the continuous assessment of students and for accurate and timely completion of markbooks.

Types of Assessment:

Summative assessment - Assessment of Learning

- It is used mainly to measure performance and identify a standard of student attainment.
- It is focused on outcomes.
- It provides accurate data for the whole school analysis including school reports
- It is expressed as percentage of successful curriculum coverage in key stage 3 and a grade of attainment in key stage 4 and 5
- Recall questions which establish current knowledge or understanding
- Any assessment method which aims to establish whether learning has taken place or a target has been met is considered a summative assessment
- Given periodically to determine, at a particular point in time, what students know and do not know .
- Enable teachers to identify any gaps in learning, individually or collectively.

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Summative assessments will be signposted in schemes of work and it will cover all attainment targets appropriate to the block/unit/topic of work. The school will provide opportunities for summative examinations (e.g. mock exams in KS4) at least once a year for selected subjects, year groups or groups of students.

Some examples of summative assessment include:

- External exam (e.g. GCSE)
- Internal exams (e.g. End of the unit/block/topic tests)
- End of the term exam

Formative assessment - Assessment for Learning

- Because it is on-going and happens during the learning, it is crucial progression.
- It supports learning through identifying difficulties, providing feedback and setting future learning priorities.
- Essentially, it is the process of finding out where learners are in their learning journey, where they need to go and how best to get there.
- It is acceptable for teachers to move away from schemes of work where it is clear students' learning, in a particular area, needs to be reinforced or re-visited. These adjustments help to ensure students achieve targeted learning goals within a set time frame
- Assessment for Learning:
 - is part of effective planning
 - focuses on how students learn
 - is central to classroom practice
 - recognises all educational achievement
 - helps learners know how to improve; is sensitive, constructive and fosters motivation

Frequency of Assessment

At least three summative assessments a year per subject across all year groups in accordance with the department long and medium term planning – one per term.

The frequency and quantity of summative assessments will be subject specific and relate closely to the curriculum and long term plan for the subject.

Evidence of summative assessments should be kept until the end of key stage and stored in a folder.

Below is a guide to the minimum amount of summative assessments expected in every subject.

- Individual departments may decide when assessments take place. Assessments, however, must be completed and marks recorded on Go4Shools.
- Summative assessments completed in exercise books/workbooks. Next Steps/Even Better If are required which will contribute to the learning and progress of students.

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- The outcome of assessments completed by pupils should be feedback (written or verbal) in order for them to know, and understand, the progress they are making, their next steps and to help inform them of how they can continue to improve.
- Summative assessments will also inform subject staff as to where there are gaps in students' knowledge and understanding.

Exam:

Teachers ensure that all exam groups are very familiar with the criteria set by examination boards. The assessment criteria are explicitly taught to pupils using mark schemes and model answers. Where mark schemes are difficult for pupils to interpret, teachers provide pupils with pupil speak versions. Pupils have regular opportunities to complete examination questions, including whole papers, throughout the course. When exam responses are fed back, pupils are guided to identify what they need to do score more highly on their next exam practice.

Coursework:

Teachers use the mark scheme and other materials (such as examiners' reports and standardisation material) to guide pupils through re-drafting their work. Where pupils are finding it difficult to identify what they need to do to improve their work, teachers may use written feedback.

Controlled Assessment:

Teachers are not permitted to give individual written or oral feedback on controlled assessments which are submitted for external assessment. Therefore, the work is marked against the externally-set criteria only when the work is completed. However, there are times where teachers decide that another controlled assessment task will need to be completed to replace an assessment in which pupils underachieved. In these cases, it is imperative that pupils learn from their mistakes. They are informed about, and guided to identify for themselves, what they need to do to make improvements on their new tasks. Where pupils are being prepared for controlled assessments by completing a practice piece (which is a different task to the real piece), pupils are given the feedback they require to achieve highly on the real controlled assessment.

BTEC:

Before pupils begin an assignment, assessment criteria are clearly shared. During the teaching and learning for that assignment, feedback can include areas for learner progression and what learners need to do to achieve a pass, merit or distinction. Once the assignment has been started, only general feedback and support can be given that relates to knowledge, skills and understanding. Pupils make their own notes of verbal feedback in their Exercise Books. At this stage, feedback cannot specify what they need to do to achieve a particular grade (pass, merit or distinction). Work will be marked summatively at the end of the assignment. A resubmission opportunity can only be authorised by the lead Internal Verifier in that subject.

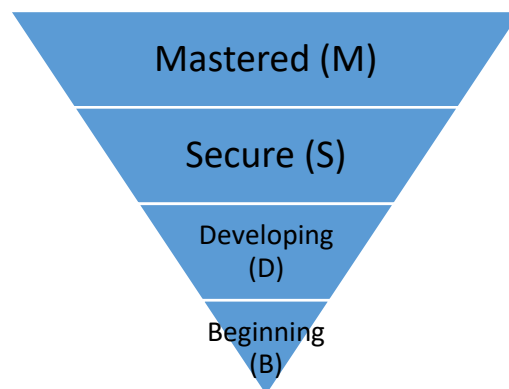
Standardisation and Moderation

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To ensure that the levels of achievement for both internal and external assessments are being reported accurately and consistently (subject leaders meet regularly to agree their judgement);

Student progress

- Weekly, class teams review and work on students EHCP outcomes that are broken into small Individual Education Plan (IEP) targets. At the beginning of each half term, Senior Leaders review the progress made towards students EHCP outcomes.
- We are measuring the successful curriculum coverage. At the end of each block/unit of teaching, bespoke and subject specific in each department, students will be given an end of the block/unit/topic assessment. 70% - 75% of successful curriculum coverage within a block/unit/topic will indicate that a student is making good progress.
- Due to the subject specific nature of assessment, some subjects will also measure student progress towards specific curriculum content utilising the breakdown of assessment marks or **'footsteps'**:



Footsteps signify to what extent a pupil has understood, applied or performed the knowledge and skills taught in a block/unit/topic.

- In some subjects, curriculum content (statements) will be measured using the footsteps above.
- Mastered (M) would indicate that a pupil has achieved 100% of the curriculum content being assessed. Secure (S) would be 75%, Developing (D) would be 50% and Beginning (B) would be 25%. These statements also allow students and parents to understand to what extent, their child can and/or cannot do something.
- Students move forward at different paces.

Record - Tracking student progress

All staff have access to Go4Schools mark sheets for their allocated classes. These mark sheets will include information regarding prior attainment, ASD, PPG, LAC and other student groups. All staff are responsible for ensuring that the mark sheet entries are kept up to date

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to allow for data snapshots throughout the year. The results of these assessments will be available for all teachers, students and parents to see.

Mark sheets will include the following information:

- All assessment titles which have been carried out in the half term, in line with the school policy
- Description of assessments
- An accurate current grade. This is the grade the students' are currently working at which is calculated automatically from the assessment grades entered. For Key stage 3 this is displayed as a percentage of successful curriculum coverage.
- For Key Stage 4 students, the current grade will be made by professional judgement based on the summative assessments given throughout the year. This may include mock exams. These judgements will be moderated following the quality assurance procedures mentioned above.

Setting targets

Key Stage 3

- Pupils are given a target of 70% -75% successful curriculum coverage.

Key Stage 4

- Pupils are given an end of KS4 target based on our 'Basket of Assessments'. This target indicates the minimum grade we expect a pupil to get by the end of year 11.

Basket of Assessments:

- This is a selection of assessment tools that calculate each year 7 student's current working level at the start of year 7. In addition, new students transferring from mainstream schools part way through key stage 3 are also assessed. Assessment tools used include:
 - Cognitive Abilities Test (CAT4)
 - Fischer Family Trust (FFT20)
 - Sandwell Early Numeracy Test (SENT)
 - New Group Reading Test (NGRT)
 - White Rose Maths Assessments
- All students are expected to successfully cover at least 70% of the taught curriculum.
- If a student successfully covers at least 70% of the curriculum by the end of each academic year they are considered to be making at least good progress and indicates that they should achieve their end of KS4 target by the end of Year 11.
- These levels form the basis of progress analysis and allow interventions to be directed where needed and inform future curriculum planning and whole school strategy.
- The residuals on Go4schools have been formatted to track student progress towards a set target:

Indication of students' progress on Go4school in KS3

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| | | |
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| Below Target | Less than 40% | This is 'flagged' in red, (consider reviewing if a child is on the right pathway of curriculum) |
| On track for Target | Between 40-69% | Successfully covering less than 70 % of the curriculum |
| Hit Target | Between 70% and 85% | Jogging indicates that a pupil is making good progress. This is the minimum expectation for all pupils. |
| Exceeding KS3 Target | Above 85% | A student performer above expected target |
| Indication of students' progress on Go4school in KS4 | | |
| Below Target | | Off Track (... grades) |
| On track for Target | | |
| Hit Target | | This is the aspirational target set for your child for the end of the academic year. |
| Exceeding KS4 Target | | A student performer above aspirational target. |

KS4:

- The statements will accurately reflect where a pupil is on their journey through Key Stage 4. For example, we expect a pupil starting Y10 will be further away from their target than a Y11 pupil at the end of the year.
- Progression targets will be calculated to develop the minimum target a student should make by the end of Year 11.
- Measuring progress in Key stage 4
 - Year 10. Students are expected to achieve 2 grades. At Maplewell this will mean 6 mastery steps, 3 steps for each grade (B,D,S)
 - Year 11. Students expect to achieve at least 1 grade (3 mastery steps: B,D,S)
- Student progress in relation to targets will also be updated each time summative assessment is recorded – teacher judgement, in class test or mock exam. This will enable school leaders, subject leaders and all teachers to monitor student progress on a regular basis.
- School reports on progress towards these targets 3 times a year (October, January, and May/June)
- Teacher assessment level reporting dates are planned to coincide with core subject meetings to allow for moderation of marks and subject tracking by core subject heads.

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These also fit in with Parents Evening to allow for up to date progress and meaningful targets to be communicated to parents.

- Each half term a monitoring 'snapshot' of all mark books are taken by the examinations officer, this is a part of MHS reporting system.
- The schedule for data recording and reporting is published in the school calendar.
- All teachers are accountable for their students' progress.

Intervention

All teachers are committed to supporting students to achieve or exceed their targets. Through regular and accurate assessment, students who are not making the expected progress will be quickly identified. Identification will take place on a number of levels:

- by the classroom teacher
- by the form tutor
- by subject leaders
- by SLT

A range of intervention strategies will be available to suit the individual needs of students. This list is not exhaustive, but may include the following examples:

Wave 1

- extra support from the classroom teacher in class
- in-class support from the Learning Support Assistants
- peer mentoring
- tutor mentoring

Wave 2

- extra tuition during non – core subjects

Wave 3

- after school tuition/revision classes
- home learning

All interventions set by subject teachers are recorded by admin staff on Go4schools.