Lancasterian Primary School

Progress and Mastery Policy

Version No.	Date	Approved by	Review Frequency	Review Date
1	Nov 2015	SLT	+2 years	Nov 2017

1 Introduction

1.1 Statement of Intent

Accelerating progress and developing mastery are central to creating better outcomes for pupils at Lancasterian Primary School. This policy sets out how we aim to do this consistently across the school. 'Mastery' refers to children's depth of understanding, and their ability to use and apply their skills in new and unfamiliar contexts. 'Teaching' in this policy not only refers to that which is carried out by class teachers, but all teaching undertaken by the wide range of staff that operate across the school in different roles. This policy has been developed in full consultation with school staff who have been given meaningful opportunities to contribute. This Progress and Mastery Policy is a key driver in the school's improvement journey.

 *'The way to secure performance at the highest levels is to create a system that **expects significantly more from more pupils**; in doing so, we would succeed in raising the performance of the whole school population. There really is "room at the top" if we systematically nurture more children to get there.'*
Summarised from Deborah's Eyre's 'Room At The Top' Report

1.2 Objectives of this Policy

* To explain key principles of teaching and learning which accelerate progress and develop mastery.
* To describe a menu of strategies, techniques and devices to deliver lessons.
* To identify factors which help and hinder staff in accelerating children's progress and developing their mastery.

2 Why Accelerate Progress and Develop Mastery?

There are many reasons why we should constantly strive to accelerate progress and develop mastery, but the main ones are outlined below:

2.1 Obligation

Teachers feel obligations from many different sides to improve children's outcomes, but these can be summarised under three main headings:

* Moral Obligation: To create the best life chances for the children in our care, recognising how education impacts on these life chances.
* Professional Obligation: To honour our contract with the school and wider professional responsibilities outlined in the Teachers' Standards.
* Personal Compulsion: To be the best that we can be, have pride in what we do and in order to progress in our career.

In discussion at Lancasterian Primary School it was clear that the moral obligation to accelerate progress and develop mastery is the greatest driver for our staff.

2.2 Key Stage Outcomes

Whilst progress at Lancasterian Primary School is good in some areas, attainment remains consistently below national average. The two charts below outline: a.) an approximate depiction of current average achievement across the school; b.) an approximate depiction of the average achievement we aspire to see across the school as we improve. A key factor in changing the school's achievement profile from a.)

to b.) is the focus on progress and mastery (clearly, we must remain mindful of the fact that a large number of our children join the school with below average levels of development).

a.)
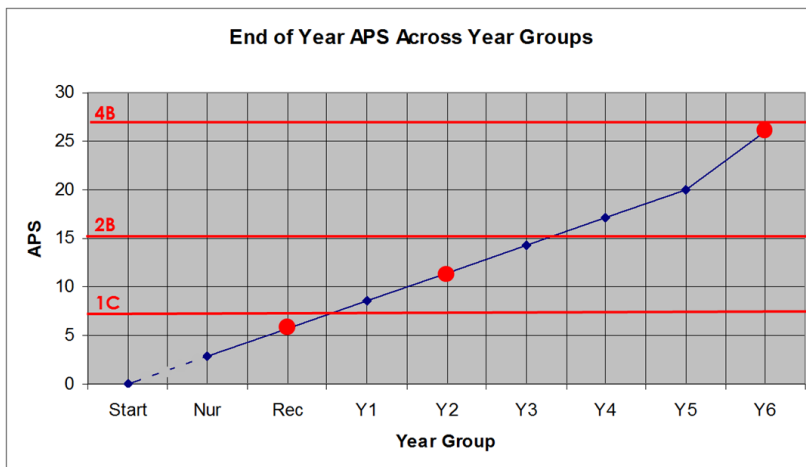
b.)
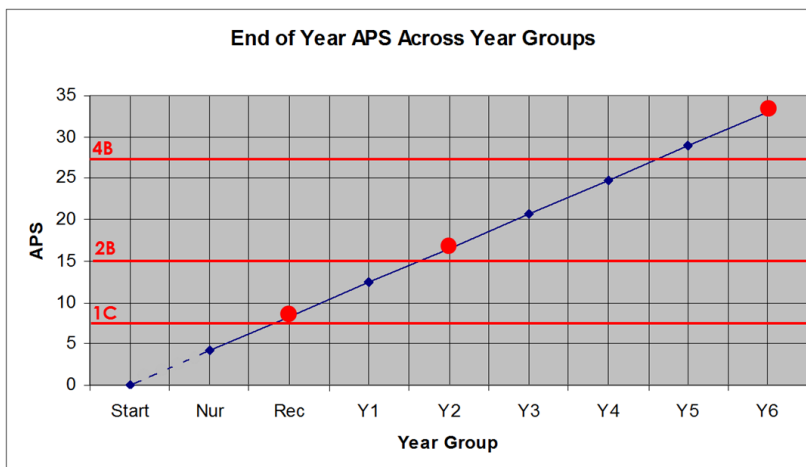
2.3 A Vision for Improvement

The new head teacher's vision for the school over the coming years is that Lancasterian school develops into a place where the following are consistently true:

- A place of learning where all children and adults have the opportunity to thrive and excel
- End of key stage results at or above national average
- Outstanding, and not just because Ofsted says so; a place where others come to learn from best practice

## 2.4 2014/15 School Self-Evaluation

The following key areas for development in relation to outcomes for pupils are identified in the 2014/15 Lancasterian Primary School Self-Evaluation:

- Ensure end of key stage and phonics outcomes are closer to borough and national averages.
- Raise in-year levels of progress in reading, writing and maths, particularly in KS2.
- Implement ambitious target setting for all children, including the more able.
- Develop a greater focus on mastery in reading, writing and maths.
- More consistently narrow the gap between the achievement of disadvantaged and other children.
- Improve literacy attainment across the school, particularly in reading.

- Improve achievement of boys, particularly in relation to their consistent achievement across reading and writing and maths in KS2.
- Monitor and address underachievement of 'other white' and 'black African' children (e.g. in Y1 phonics).

3. Eight Key Principles for Teaching and Learning which Develop Progress and Mastery
This section outlines eight key principles which we believe develop progress and mastery when applied to teaching and learning. As suggested in the diagram below, these principles should underpin teaching, the 'what' we should be doing. It is then for the teacher to judge the 'how' to deliver the lesson, choosing from the menu of strategies, techniques and devices at their disposal (see section 4).

A **menu** of strategies, techniques and devices
to deliver the lesson
The **HOW**

A **foundation** of key principles for teaching and learning
The **WHAT**
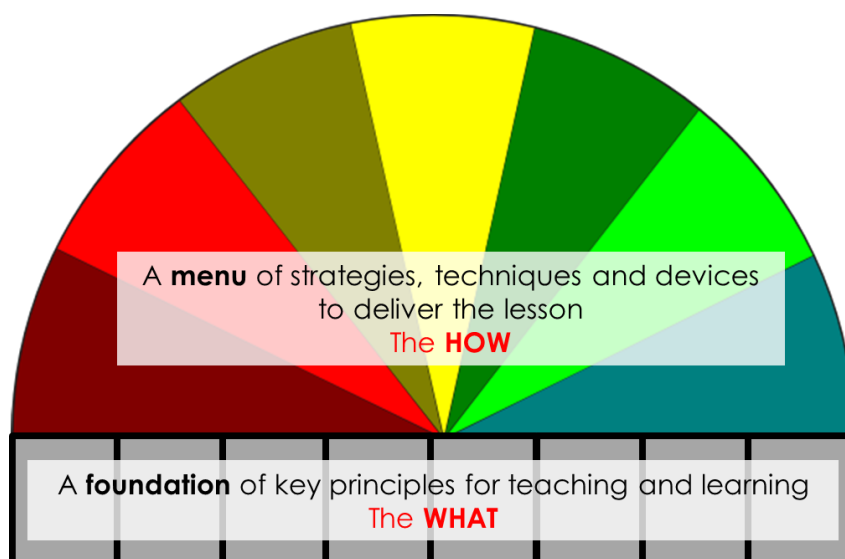
The eight principles are:
1. Inspiring puzzlement, wonder and curiosity
2. Planning and teaching to the top
3. Setting work which is just out of reach
4. Using Bloom's Taxonomy for questioning
5. Grouping children effectively
6. Encouraging pupils' growth mindset, fostering creativity, independence and self-reliance
7. Providing extension
8. Taking risks

3.1 Inspiring puzzlement, wonder and curiosity
Outstanding lessons 'hook' the learners into active (rather than passive) engagement by giving the children something to discover, work out or solve. E.g. Children arrive at the first of a sequence of recount writing lessons to find their classroom has been 'trashed' by an unknown invader. Over a series of days, whilst the children learn the format and features of a recount, the classroom is repeatedly found 'trashed' and the children uncover 'clues' which help them form an idea about who may have been guilty. Solving the puzzle provides the basis for a recount of their journey of discovery.

3.2 Planning and teaching to the top

Based on the principles that there is 'room at the top' for more children and that 'a rising tide raises all ships', lessons that are planned and taught to the top – with scaffolding and resources provided to support less able learners – give all pupils in the class the opportunity to be stretched further. N.B. Differentiation down should be by process and content; by outcome is not enough. Research has shown that planning and teaching in this way has the potential to shift the class ability profile from a. to b. (below).
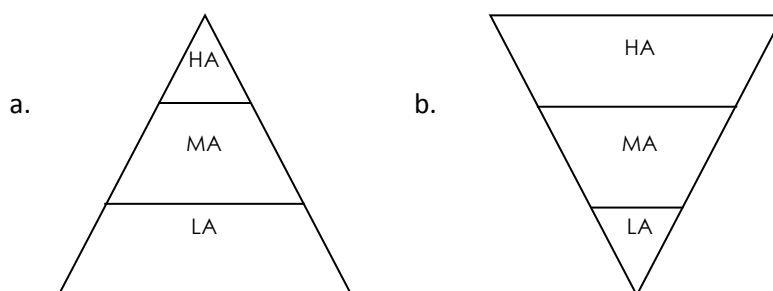
3.3 Setting work which is just out of reach

High performance comes from setting expectations for pupils which are just beyond their ability level. Even the most able pupils must face difficulty and must 'fall over' in lessons in order to learn how to learn. Quality first teaching and effective differentiation give pupils an awareness of how the gap between their ability and the expectation being set for them can be breached. This helps the pupils pick themselves up and continue onwards towards success. Matthew Syed comments in his writing about success in sports:

'World class performance comes from striving for a target just out of reach, but with a vivid awareness of how the gap might be breached. Over time, through constant repetition and deep concentration, the gap will disappear, only for a new target to be created, just out of reach once again.'

Matthew Syed, 'Bounce'

3.4 Using Blooms Taxonomy for Questioning

Applying Blooms Taxonomy helps students to develop their higher thinking skills. Effective questioning is a key component of outstanding teaching. The use of Blooms Taxonomy enables teachers to choose and target their questioning more effectively, taking into account the ability of their students, the depth of response that they are looking for and the type of activity being run. Blooms revised taxonomy outlines questioning types in the following way:

- **Creating**: Generating new ideas, products or ways of viewing things (designing, constructing, planning, producing, inventing)
- **Evaluating**: Justifying a decision or course of action (checking, hypothesising, critiquing, experimenting, judging)
- **Analysing**: Breaking information into parts to explore understandings and relationships (comparing, organising, deconstructing, interrogating, finding)

Higher-order thinking

- **Applying**: Using information in another familiar situation (implementing, carrying out, using, executing)
- **Understanding**: Explaining ideas or concepts (interpreting, summarising, paraphrasing, classifying, explaining)
- **Remembering**: Recalling information (recognising, listing, describing, retrieving, naming, finding)

3.5 Grouping children effectively
Using a variety of grouping arrangements from pair work to mixed ability to same ability level groups gives pupils opportunities to develop their collaborative learning as well as their problem solving skills. Using paired or group work facilitates peer learning: pupils that work together and can grow together by learning from each other. Mixed ability groups best support 'teaching to the top'. Additionally, in mixed ability groups, lower ability children can learn from those of higher ability (who, in small group work, may also be more able to explain concepts to them 'on their level'). Moreover, higher ability children's learning can be consolidated and challenged through supporting others. In best practice, using the 'challenge model' for differentiation avoids limiting children through expectation.

3.6 Encouraging pupils' growth mindset, fostering creativity, independence and self-reliance
Developing children's growth minsdet goes hand in hand with developing their learning potential. Without resilience, a learner will fall at the first hurdle and not get up again. Planning lessons and activities which promote creativity, independence and self-reliance rather than 'spoon-feeding' is a crucial part of developing children's growth mindset. Carefully planned provision should enable pupils to face and overcome obstacles in a challenging but supportive way. This is Building Learning Power (BLP)! E.g. Providing children with longer term homework projects which encourage them to guide their own learning outside of school and present what they find in the way they see fit can develop skills and resilience in a way that simply completing worksheets cannot.

3.7 Providing Extension
Being given the opportunity to move further with their learning if they exceed expectations is vital for pupils. Teachers should seek to offer extension in each part of the lesson from the starter to the plenary. Extension work may involve pupils having access to the next level of work set within the class, but it can also mean giving them the opportunity to develop:
- critical thinking skills
- creative thinking skills
- independence
- problem-solving ability
- the ability to reflect and be self-aware.

E.g. In a lesson on telling the time using an analogue clock, if AfL carried out through questioning during a carpet session identified some children as much more confident than others, it could be appropriate to send them off with a challenge to develop step-by-step instructions for a new learner.

3.8 Taking risks
Both teachers and pupils must be encouraged to take risks in their learning. For teachers, this means thinking creatively 'outside the box' when planning and delivering lessons and remembering that we do not always have to follow the typical 'three-part lesson'. For pupils, this means learning that getting '10 out 10'

is not as important as doing something that is difficult or different but from which more can be learnt. For both, this means understanding that part of taking risks means making mistakes, and that this is okay as long as it leads to further learning.

4. A menu of strategies, techniques and devices to deliver the lesson

In discussing the 'how' of lesson delivery, teachers and support staff collated the following examples for the menu of strategies, techniques and devices at their disposal (in no particular order).

PUPIL ENGAGEMENT:		
• Use of IT • Guest speakers/visitors • Show and tell • Child led • Concrete resources • Mix year groups for whole day projects • Homework projects • Visuals	• Off-timetable • Different learning styles • Real life application (purpose of learning) • Topics chosen by children • Hands-on approach • Outdoor learning • Using cultural influences • Talk partners	• Adult enthusiasm/mood • Free flow through key stages • Parental involvement • Stimulating environment • Drama/hot seating/role play • Injecting fun

SUBJECT EXPTERTISE AND LESSON PLANNING:		
• Involvement of children at the planning stage • Children developing learning objectives and success criteria • Start with prior learning • KWL: what do they already know and what do they want to learn? • Ending lessons with a question/task which leads into the next lesson	• Plan for the children, not for the observer • Planning as a working document • Keep own knowledge and skills up to date • Being flexible in delivery – going off plan if necessary • Effective questioning • Plan to the top	• Work with support staff to inform planning • Open ended questions • Start with questions to allow exploration • Children choosing their own activity (challenge model)

ASSESSMENT FOR LEARNING:		
• Referring to learning objectives and success criteria • Self-reflection and feedback • Children feeding back on teaching • Tests • Use of symbols to give feedback • Marking and response to marking • Lollipop sticks • Talk partners	• Following up basic questions with 'how' or 'why' • Use of visualiser/showing children's work • Group feedback • Use of IT • Peer assessment • Plenaries • Planning based on previous AfL • Editing • WWW/EBI	• Deliberate 'red-herring' mistakes • Use of BLP/Growth Mindset • Formative v summative • Effective questioning • Targeted questioning • Basketball questioning • Magpie answers • Re-teach where necessary

BEHAVIOUR MANAGEMENT:		
• Positive reinforcement • Using school system • Consistency • Parental involvement • Referral to SLT	• Use of peer pressure in a positive way • Whole class strategies, e.g. marbles in jar • Talking through issues with	• Track and monitor behaviour • Clear rules and boundaries • Adapt approach for certain children who need 'nuance' • Be inclusive

• Rewards, inc for consistently well-behaved • High expectations	children (e.g. circle time) • Non-verbal clues (e.g. silent count on fingers)	• Seating arrangements • Zero tolerance on non-negotiables

5. Helping and Hindering

Staff were asked to identify factors at Lancasterian Primary School which support them in accelerating progress and developing mastery and those which get in the way. The answers to the questions asked are listed below and will be used in school improvement planning; they will be re-checked as part of a review of this policy in +2 years to track progress. The answers are ranked roughly according to how important they were felt to be (most important answers first).

5.1 What currently supports staff in accelerating children's progress and developing mastery?

1. Resources
2. Uninterrupted regular planned PPA and leadership time (together with year partners)
3. CPD/Staff INSET
4. Teamwork
5. Moderation
6. Monitoring
7. Visits to other schools (preferably including support staff)
8. Lesson observations
9. Peer observations
10. Interventions
11. Curriculum booklets (used flexibly)
12. Specialist teachers, e.g. ICT/Music
13. Haringey subject leader meetings
14. Observations of children
15. Calculation policy
16. Friendly/supportive staff

5.2 What gets in the way?

1. PPA room equipment/IT resources/availability
2. Lack of literacy/maths programmes/schemes
3. Not enough opportunities for flexibility with the timetable/curriculum
4. Photocopier issues
5. PACERS and subject leader action plans
6. Meetings (marking piles up)
7. Planning format too rigid – limits learning and creativity
8. Support staff being frequently redeployed
9. Structure/room allocations for interventions
10. Marking expectations are unrealistic
11. Letters and risk assessment for trip (proformas available?)
12. Lack of support for parents to help them support their children
13. Success criteria – move to ladders or toolkits
14. Classroom inspections
15. Assessment paperwork
16. Behaviour policy/chart
17. Performance management framework

5.3 What else would help?

1. Peer observations/team teaching in other classes/key stages/schools
2. Taking risks without being penalised

3. More opportunities to share and disseminate information which might help others (especially short, practical tips)
4. More inclusion of support staff in staff development processes
5. More PPA resources
6. Pupil progress reviews across year groups
7. Better communication
8. More support in managing behaviour
9. Designated TA in each class, especially for younger children
10. Enough resources for whole year groups
11. Group rooms for small group work
12. Presence of SLT across school
13. Maths programme
14. Open planning format
15. Children not being taken out of class during lessons
16. Training, particularly in accelerated learning
17. Changes to EYFS curriculum
18. More consistency across KS1/2 (e.g. guest speakers coming into school)
19. Signed paperwork to avoid repetition
20. More trust in staff to make own decisions
21. More time for nursery nurses for children's special books