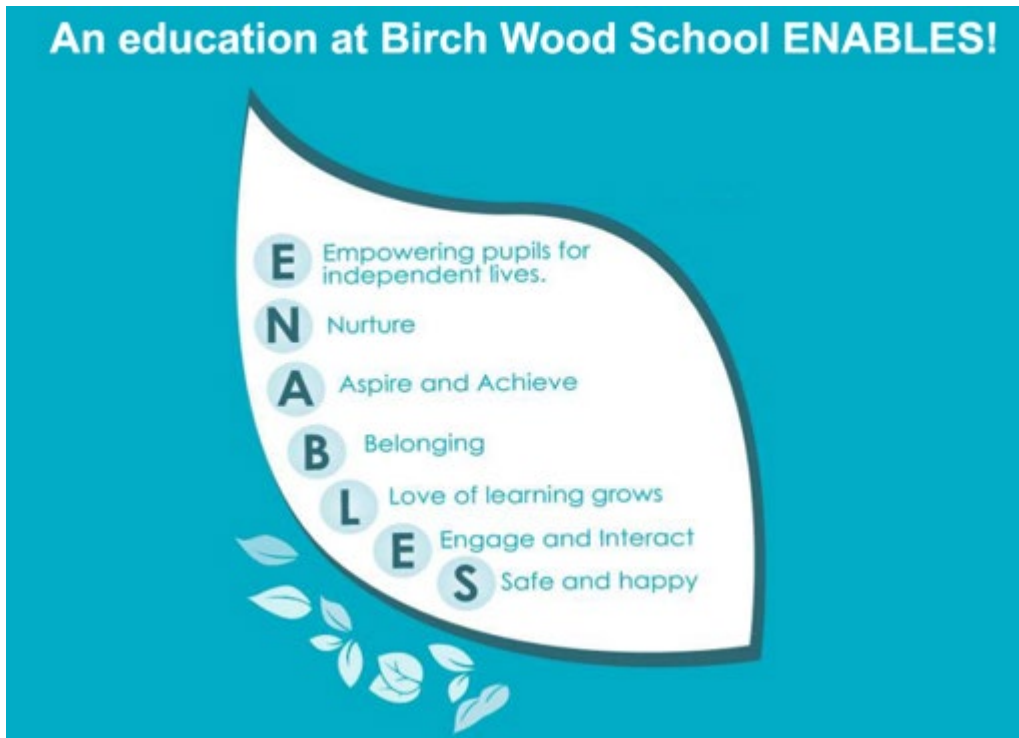




## Mastery Learning A Short Parent Guide



Our assessment system aims to promote equality and ensure cohesion and clarity in an assessment system which is driven by the curriculum and takes into account pupils' needs.

## The Mastery Curriculum Key Principles

We have developed systems in collaboration with Leicestershire Special Schools, to actively share expertise and practice. Therefore we work collaboratively to develop an understanding of outstanding practice in assessing SEND pupils.

### Mastery Learning System

Birch Wood has a mastery learning style system that measures student progress through an adapted national curriculum. The table refers to how this relates to Key Stage 4 Qualifications.

<i>Progress</i>	<b>Mastery Key Stage 2-3</b>	<b>KS4 Qualifications</b>
	Emerging 1	
	Emerging 2	
	Emerging 3	
	Emerging 4	
	Emerging 5	
	Launch 1	Entry Level 1
	Launch 2	
	Launch 3	Entry Level 2
	Launch 4	
	Launch 5	
	Launch 6	
	Prep 1	Entry Level 3
	Prep 2	
	Prep 3	
	Prep 4	GCSE Grade 1 <i>BTEC Level 1 Award</i>
	Prep 5	
Prep 6		
Breakthrough 1	GCSE Grade 2 <i>BTEC Level 1 Award</i>	
Breakthrough 2		
Breakthrough 3	GCSE Grade 3 <i>BTEC Level 1 Certificate</i>	
Breakthrough 4		
Intermediate 1	GCSE Grade 4 <i>BTEC Level 2</i>	
Intermediate 2		
Intermediate 3		
Intermediate 4		

### *'Mastery is about learning not just doing'*

- ✓ Mastery is how a child can **apply** much of the curriculum as a whole using more complex and in-depth methods.
- ✓ Mastery provides an opportunity to revisit, apply learning and robustly address misconceptions. It is particularly beneficial for students with special educational needs, where retention of information can be more of a challenge.
- ✓ Mastery Stages are a long term measure - assessments will look at the depth of application of a child's learning across all areas of the subject and will decide on the **secure fit** as to what mastery stage a student is working at.

### *So how can we tell if a child is progressing?*

- ✓ We will also measure student progress towards a mastery stage, stages will be broken down into **'steps'**:

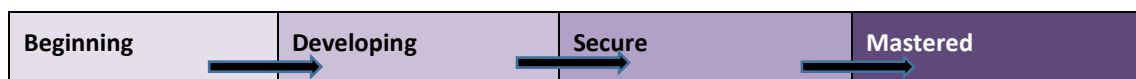
- Mastered (M)
- Secure (S)
- Developing (D)
- Beginning (B)



- ✓ You can think of the **'steps'** like building solid foundations at each **'stage'**:
- ✓ For each mastery stage there will be approximately 12 **'I can'** statements
- ✓ These statements allow teachers to communicate what students can do and how they have progressed, they also allow students to know what they are working on next.
- ✓ Teachers' professional judgement are key to assessing on mastery. Teachers will use a range of evidence, including summative assessment, to support their judgements.

**Example:**

**Launch 2**



## **Mastery Codes**

### *What are Mastery codes?*

- ✓ Mastery codes are the codes teachers will use when making judgements about student attainment and progress from KS1 to KS3.

Example: Launch 6 Developing= L6D

### *Will Mastery codes be used to report to parents?*

- ✓ Yes. Parents will receive a school report once a year in July (March for Year 11).
- ✓ Updates will be given to parents at students Annual Reviews and twice a year at Parents Evening.
- ✓ Progress is also reported via Kinteract progress updates at least 3 times a year
- ✓ All teachers will make themselves available to parents who want to know more about their child's progress at other points in the year.

### *Tracking progress*

- ✓ Tracking students' progress involves recording attainment and progress over time.
- ✓ We will track students using the mastery stages outlined above.
- ✓ We will use our professional judgements, standardised tests and moderation with other schools to ensure we accurately assess all students.
- ✓ On starting at Birch Wood we will make use of various forms of information about a student's ability to decide which mastery stage they will start at. At KS3 this may include primary school attainment information, mastery baseline tests and reading test scores.

### *What is 'good' progress?*

- ✓ We have high aspirations for all students and will set high expectations for all students.
- ✓ We also recognise that our students require highly personalised teaching and learning and in turn their progress will be considered in an individual way.
- ✓ We also take in to account what a student's '**personal best**' is and recognise the importance of rewarding effort as well as attainment. Close tracking of small step progress allows us to reward all student's progress as they move towards their 'personal best'.