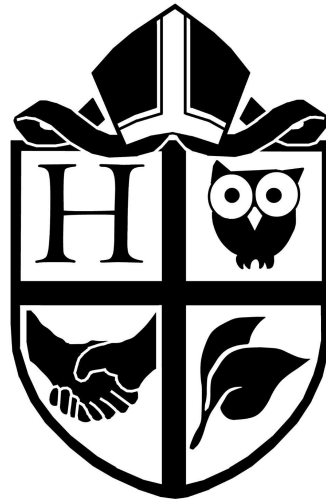




Mastery and Greater Depth Policy

Hayward's Primary School



Written by:	School	Signed:
Approved by Governors:	March 2020	
Next review due by:	March 2021	

MASTERY and GREATER DEPTH POLICY

OBJECTIVES

- To recognise and promote opportunities for children of all abilities.
- To ensure that children are identified who have the potential to achieve a greater depth standard at the end of KS2.

AIMS

- For all staff to have a shared understanding of the difference between Mastery and Greater Depth.
- For staff to understand that the pupil's depth of understanding needs to be considered.
- For the school to identify individuals who are demonstrating greater depth in their learning and to adjust provision as necessary to ensure children achieve their potential.

THE GOVERNING BODY

The portfolio holder will meet with Staff leads to review the spending and processes for gifted and talented pupil support, and identify strengths and development steps for Mastery teaching across the school. Updates will be given to the Full Governing Board, including a written report at least once a year, as set out in the annual Cycle of Business.

The portfolio holder will expect:

- To receive information from the Headteacher and the Data, Assessment and Tracking lead governor(s) about pupil progress and attainment of gifted and talented / able children.
- To understand how school plans, supports and teaches its most able children, and the impact of lessons, resources and investments in this area.
- To contribute to target setting across the curriculum, providing constructive challenge and support to the Head Teacher and SLT in driving continuous improvement
- To ensure that Pupil Premium and Sports Premium spending and impact for Mastery teaching and learning are assessed and reported to full Governing Body and published to the school website

The governing body will ensure the principles of Best Value are followed when making decisions. The principles of Best Value are:

- Challenge - why, how and by whom an activity is carried out
- Compare - performance against other schools and between parts of each school
- Consult - involving stakeholders, especially pupils and parents
- Compete - as a means of securing efficient and effective services

WHAT IS MASTERY?

The DfE now require children who are exceeding their year group expectations to add more depth and breadth to their learning, and to have more opportunities to develop how they use and apply their skills. They are calling this phase of learning Mastery and Depth. At Hayward's we aim for all children to achieve Mastery across the curriculum.

Mastery is how skilfully a child can apply their learning. Mastery is not just knowing a fact but applying that fact in increasingly more demanding situations which show variation in their learning. We understand that:

- Mastery and greater depth is not working on content from the next year group.
- Mastery and greater depth in mathematics is not practising the same concept with bigger numbers.
- Mastery and greater depth in reading is not necessarily reading a more challenging text.

The new National Curriculum states that all pupils should be able to "become fluent in the fundamentals of their learning, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly to problems.

All pupils should be solving problems across every topic – not just the high ability students as an extension task" Conceptual understanding should be developed fully using reasoning activities to learn at greater depth.

"Developing fluency through consolidation not about more of the same". *HMI – Jane Jones*

DEPTH OF LEARNING

It is important that children 'see' concepts in a variety of ways to create learning depth. We aim to provide children with a range of activities which enable children to demonstrate mastery and a greater depth of understanding. We want to avoid activities which are shallow and are not retained by children.

All children should have a deep learning of key ideas/constructs and opportunities for even deeper learning (growth mindset). For some learners they will be able to access, within a construct, even greater challenge to deepen their thinking further. Mastery learning is deep learning that sticks, can be recalled over time etc. It is necessary to have deep learning in order to meet the key objectives. In order to meet the objectives securely children need to have mastered them.

GREATER DEPTH – KEY PRINCIPLES

Children working at the greater depth standard are as entitled to have their educational needs met as any other child, and that provision of adequate challenge for them is seen as an integral part of the inclusive ethos of our school, and a central responsibility of class teachers. We believe that there is a clear need to build their capacity to meet and deal with challenges that they might face in their learning. To enable this to happen effectively we expect staff training and opportunities to share good practice to occur (eg through staff meetings). As with all children, the partnership between parents and carers is essential. Opportunities for extension and enrichment are built into our schemes of work across all curriculum areas and support from support leads is sought in order for this to be done effectively. We would expect this to be a regular feature of all of our Literacy and Numeracy lessons.

WHAT DO WE CONSIDER TO BE A “GREATER DEPTH” CHILD AT HAYWARD’S IN THE CORE SUBJECTS?

A child working at Greater Depth will often require:

- Increased pace
- Less scaffolding/more independence
- Different start point (inc. the opportunity to select the starting point)
- More open-ended investigation
- Tasks which provide an opportunity for failure/take an extended time to reach an answer

And that all this aims to promote:

- Calculated risk-taking/experimentation
- An ability to problem solve and plan a complex solution
- Creativity
- Lateral thinking
- Abstract thinking
- Increased resilience and a determination to succeed

It is possible that this might be achieved through peer support, or buddying with an older pupil.

READING	This child can read texts at their year group level independently and fluently, showing a deep understanding, which they can demonstrate through an accurate and succinct summary. This child can scan a text quickly to locate information and shows a good understanding of vocabulary. This child shows an almost perfect literal understanding of a text and can demonstrate this by answering a range of different questions in different forms. In addition, this child can infer and deduce meaning at a deep level; they have a very strong ability to clarify vocabulary through context and prior knowledge; and they can discuss the impact of structure on the reader.
----------------	--

WRITING	This child can write creatively and accurately across a full range of genres. Their writing consistently shows a greater competency in year group skills than that of children working at ARE. This child shows strong and advanced grammatical accuracy for their year group and shows creativity and imagination when planning and writing their own texts. This child breaks away from the structures provided by the teacher for other children and can effectively plan texts independently, varying structures. They consistently demonstrate a high level of vocabulary use for their year group, making precise word choices. They can maintain and manipulate tenses and “voice” appropriate to genre.
MATHS	This child can solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. They can independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics. They can demonstrate their understanding in multiple ways and justify and reason confidently.

Evidence of this must be consistently shown in books as well as test scores.

HOW WE TRACK AND RECORD A CHILD'S GREATER DEPTH OF UNDERSTANDING?

We have introduced a system of monitoring a child's depth of understanding within the year group's expectations. Through our in school tracking system we record children who demonstrate 'well above the expected standard depth of application and understanding' with #3, for example Year 4 High #3. These children would consistently demonstrate a very good application of learning. It is expected that a child who receives a #3 grading will maintain this across their primary education. It is possible for children to achieve a #3 in one, not all, subjects. Data meetings with governors provide an opportunity to discuss % of children working at #3 and also monitor children maintain appropriate levels of progress from their starting.

WHAT DO WE PROVIDE FOR CHILDREN WHO ARE DEMONSTRATING A GREATER DEPTH OF UNDERSTANDING?

- Much of this provision will take place in the classroom on a day to day basis. Children will have their understanding tested and will be expected to show an ability to work with complex problems, puzzles and hypotheses. Children will be expected to extend their understanding beyond that of a child who is working at age expected levels.
- Opportunities will be provided for children working at Greater Depth to take part in activities where they can showcase their skills. This could be in the context of the school council, the eco-council, workshops provided by internal and external staff and opportunities to engage in targeted activities provided by the school outside of curriculum time e.g. in PE Clubs or when representing school teams. We will provide opportunities to participate in enrichment activities, such as the Primary Maths Challenge, and will work with our local secondary school to provide opportunities for our greater depth pupils. We will also work with local primary schools, whenever possible, to provide shared opportunities for our children. In addition we will promote opportunities for children to take part in events which are not linked to the school.
- Where possible the school will look to facilitate opportunities for the children to demonstrate their greater depth skills outside of the curriculum.