



## Mastery and STAT- St Thomas of Canterbury Interpretation



### What do we mean by Mastery?

The essential idea behind mastery is that **all children** need a **deep** understanding of the mathematics they are learning so that:

- future learning is built on solid foundations which do not need to be re-taught;
- there is no need for separate catch-up programmes due to some children falling behind;
- children who, under other teaching approaches, can often fall a long way behind, are better able to keep up with their peers, so that gaps in attainment are narrowed whilst the attainment of all is raised.

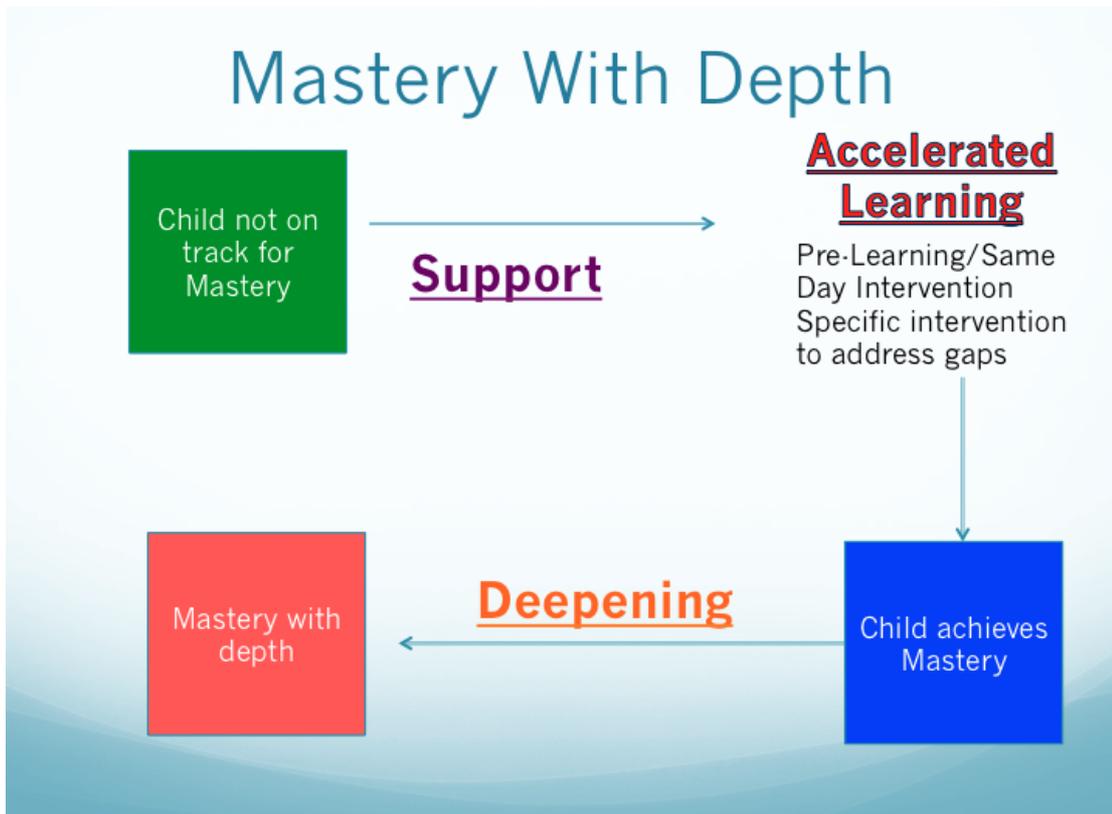
These key principles link closely to the challenge of assessment, and with that in mind the key questions below have been addressed with particular reference to a Mastery curriculum.

### Frequently Asked Questions:

- **What constitutes age related expectation for pupils at the end of the year using the STAT Sheffield scale?**

We believe that for all children, secure by the end of the year can be interpreted as 'Mastery', both in KS1 and KS2. Children throughout the year will be assessed as 'on track for Mastery', or 'Not on track for Mastery'. Those not on track receive targeted, same day intervention as well as other closing the gap interventions outside of lessons which help them to keep up. **(See exemplification image below)**

# Mastery With Depth



- Do children need to be secure in their year group by the end of the year?

We believe so, as this will ensure that they move to the next year group having firm foundations in the previous one, ready to build upon those foundations and embed their knowledge and understanding.

Year Group	(Not on track if here at end of Year)		Secure (Mastery) (ARE)	Mastery with depth
	Entering	Developing		
1	Autumn	Spring	Summer 	Wider range of application, problem solving and reasoning across concepts but still WITHIN OWN YEAR GROUP OBJECTIVES
2	Autumn	Spring	Summer 	
3	Autumn	Spring	Summer	
4	Autumn	Spring	Summer	
5	Autumn	Spring	Summer	
6	Autumn	Spring	Summer	

- Any child working outside of their year group will receive intensive and rigorous support to get them 'into' their year group as quickly as possible. No

child, apart from the children with complex cognitive needs, will be assessed as being outside their year group.

- **What constitutes good or better progress in the new curriculum?**

As a school, our view is that better than expected progress is taking a child from secure at the end of a year to further depth by the end of the following year. Therefore accelerated progress would be taking children from Mastery to Mastery with depth within a year.



The triangle shown in the diagram above represents the journey of a child who makes more than expected progress. Having left year 1 at Mastery, progress in Year 2 was accelerated because the child was working at Mastery with Depth by the end of the following year. This high level of performance was maintained each consecutive year. Consequently, to move from Mastery with depth to Mastery with Depth year upon year, this is consistently better than expected progress. At the end of Year 6, this child would be a 'high scoring' pupil.

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	Entering	Developing		
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The example above also detail a child who has made better than expected progress from KS1 to KS2. Leaving KS1, the child was working at Mastery, but by the end of KS2, greater depth has been achieved, meaning that this child would be predicted to be 'high scoring'.

### **How do we know whether pupils are on track for the national tests?**

This guidance is our interpretation of the principles of a mastery curriculum as a teaching approach and how this links to STAT Online. This is being tested throughout 2015-2016 and we will be able to provide a more accurate picture at the end of the year.

Although our teaching approach is ambitious and we are aiming for all pupils to be secure in their year group's curriculum, we recognise that to be a 100 pupil would not necessarily require this standard however this remains an uncertainty. To future proof our assessment system and our expectations, we are aiming high for all pupils and we anticipate that a high proportion of our pupils will be 'high scoring' pupils in the national tests.

### **What does this look like year upon year?**

<b>Year Group</b>	<b>Subject</b>	<b>Number of available stars (KPIs)</b>	<b>Mastery (80% of 2 stars)</b>	<b>Mastery with depth (All KPIs)  *Future high scoring pupils</b>
<b>1</b>	<b>Reading</b>	66 (9)	35 stars	59 stars (9)
	<b>Writing</b>	33 (3)	17 stars	29 stars (3)
	<b>Maths</b>	78 (11)	42 stars	70 stars (11)
	<b>SPaG</b>	60 (4)	32 stars	54 stars (4)