

Parents' Information Meeting

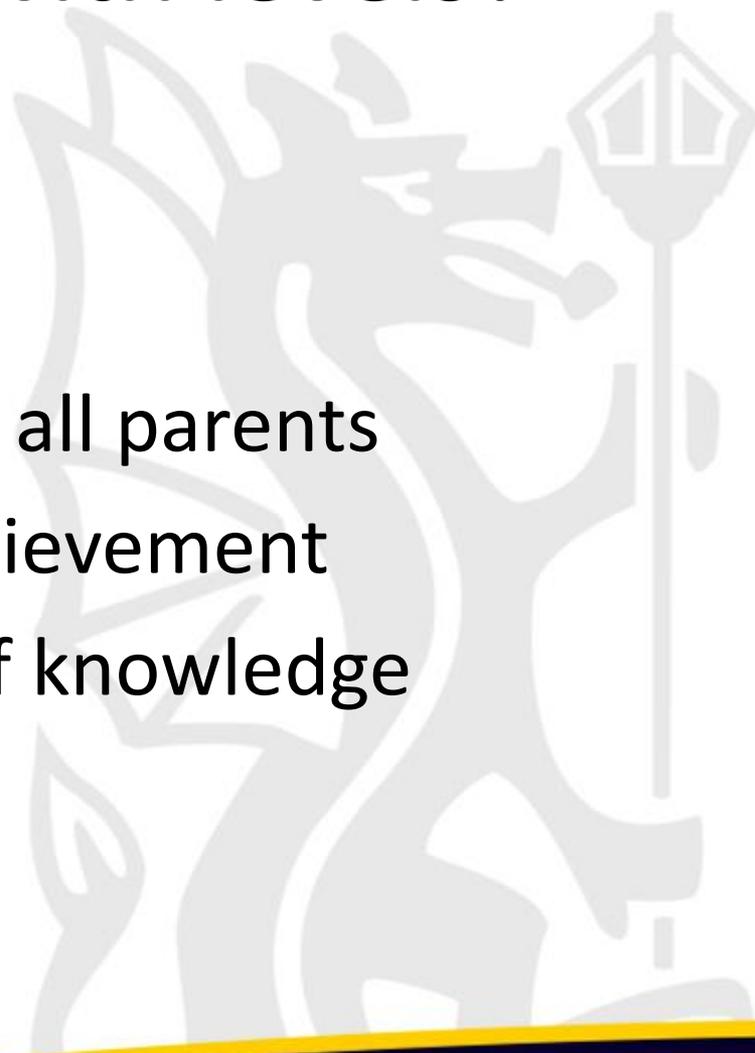
An introduction to the mastery curriculum.





What was wrong with levels?

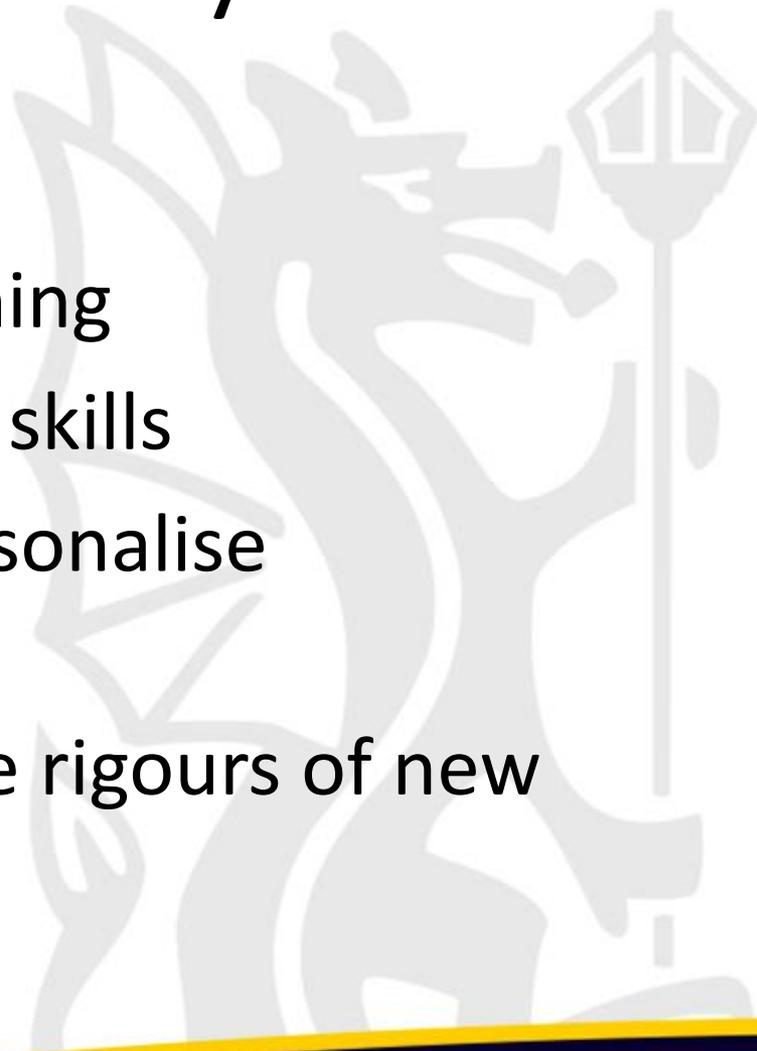
- Still weren't understood by all parents
- Focused on border-line achievement
- Did not encourage depth of knowledge





So what is 'mastery'?

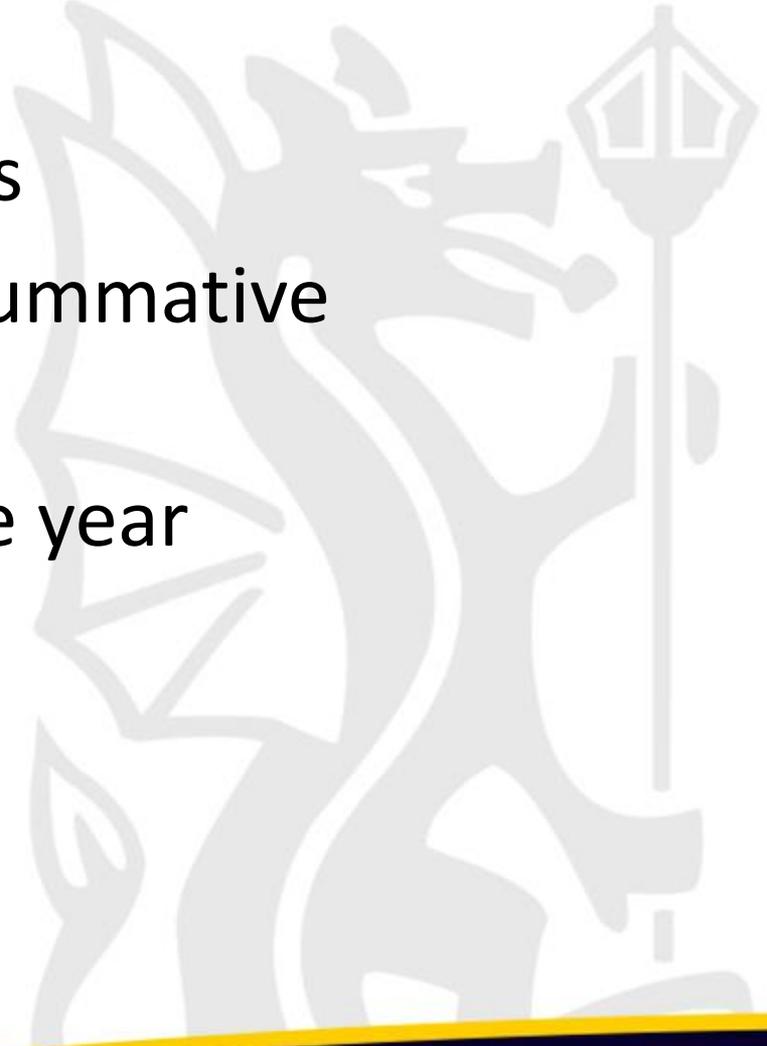
- Emphasis on depth of learning
- Emphasis on application of skills
- Allows us to target and personalise intervention
- Thorough grounding for the rigours of new GCSE





What will teachers do?

- Focus on key, essential skills
- Balance of formative and summative assessment
- Assessment throughout the year
- Use of online mark book



An example from English – year 7

Key skills to be covered: Assessment Objectives	Year 7-Emerging	Year 7 Developing Year 8 Emerging	Year 7 Secure Year 8 Developing Year 9 Emerging	Year 7 Mastery Year 8 Secure Year 9 Developing	Year 8 Mastery Year 9 Secure	Year 9 Mastery
AO1: I write with imagination and thought, and write for purpose and reader in the correct form.	With help, I am able to write down my own ideas.	Part of my writing is in the correct form and with an awareness of who it is for and what it should look like.	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my writing and I engage my reader through the choice of topic and tone.	My writing is engaging and interesting and always shows an understanding and engagement with the task and topic.	My writing is flawless and always shows a complete understanding and engagement with the task and topic.
AO2: I arrange my writing so that it flows in the best order, making sure paragraphs work effectively.	With help, I am sometimes able to write more than once sentence, one after the other, on the same topic.	Sometimes I forget to use paragraphs but my writing mostly has a beginning, middle and end.	Writing is paragraphed and in a logical order and I often use connectives accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed and I use connectives to help guide my reader.	My work is well planned and my use of connectives helps it to flow and maintain interest. I use paragraphs deliberately for effect.	My work is well planned and my use of interesting and varied connectives helps it to flow and maintain interest. I use paragraphs deliberately for effect, sequencing my work in a way that engages the reader and guides them through my writing.
AO3: I select the best and most powerful vocabulary	With help, I can choose the right words to use.	Some of the words I use are the right ones for the task. But sometimes I use slang when I shouldn't and it sounds like I am talking.	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can sue a thesaurus.	I use a wide and always relevant vocabulary. I do not overuse a thesaurus to make my writing 'flowery' (unless I am trying to do it deliberately for effect)	My vocabulary is consistently well-chosen and I can exercise judgement when using more complex language choices.	My vocabulary is flawlessly chosen and pieces are never over-written.
I vary my sentences for the reader.	I am able to write simple sentences.	I am able to use a range of longer and shorter sentences.	I use simple, compound and complex sentences for effect. I am able to vary the starts of my sentences, for example starting with an adverb.	I confidently and deliberately chose sentences for purpose and impact and to engage my target reader.	I can do the things needed for the previous step, but in addition I can use a full variety of sentence lengths for impact, manipulating the reader.	In my writing, sentences are crafted for maximum effect.
AO4: I use the correct spellings. I used accurate and effective punctuation.	Sometimes I spell short, simple words correctly. My writing usually makes sense but sometimes I forget to use punctuation to show where sentences finish.	Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones. I use full stops and capital letters correctly. Sometimes I use punctuation inside my sentences, like commas, to help people understand my sentences.	Commonly used words are spelt correctly all the time. I don't make many mistakes with common homophones. I never make mistakes with capital letters. I can use full stops, capital letters, commas, question marks, exclamation marks and speech marks accurately.	Spelling including words that are not commonly used is nearly always accurate and carefully checked-through and edited. I can do the things needed for step 3, but in addition I can use ellipsis, colons and apostrophes to make my writing clear or clever.	Mistakes are rare within my spelling, few lapses even with more complex spellings. I use sophisticated punctuation accurately to shape my sentences,, few lapses even with more complex punctuation marks.	There are no mistakes in my spellings, even highly complex words and homophones. I use sophisticated punctuation accurately to shape my sentences. There are no punctuation errors, even when using semi-colons.



How will my child's progress be assessed?

- During each programme of study students will complete a variety of assessment tasks
- As their work is assessed an online progress tracker is completed by the teacher
- Information from this progress tracker will be summarised and sent home regularly during the year



Age related progress expectations

Expected Progress

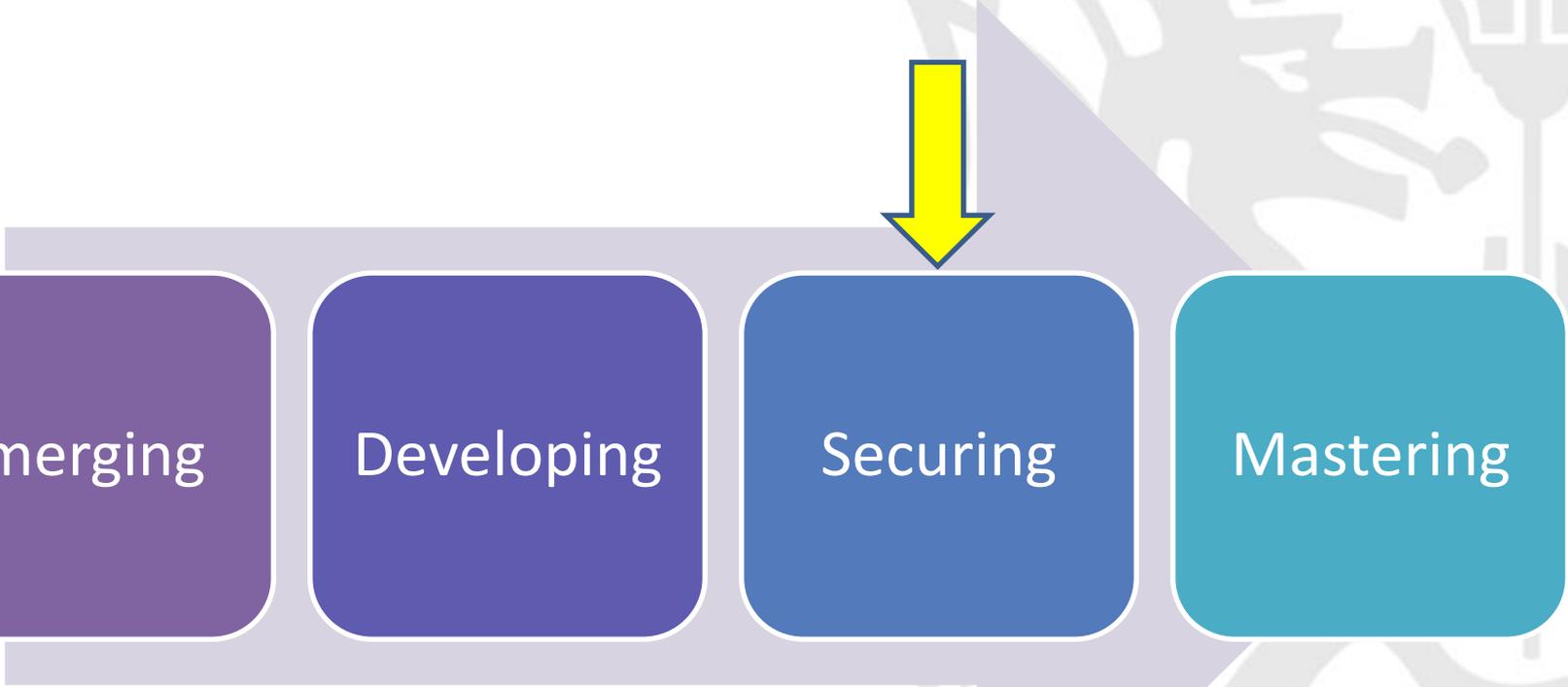


Emerging

Developing

Securing

Mastering





How will I know if they are on track?

- We expect the majority of students to 'secure' age related expected progress
- Deeper understanding and challenge for students who exceed age related expected progress
- Intervention and support for students who are identified as being at risk of not making age related expected progress

Student Reviews



HuishEpiscopi

YEAR 7 REVIEW – DECEMBER 2015

<<CHOSENNAME>> <<SURNAME>>

<<REG>>



We have conducted a review of Year 7 pupils and <<ChosenName>>'s progress is shown below. If any data is missing it may be because the member of staff was absent when the data was entered. Please do not hesitate to contact subject teachers or the Progress Leader, Ms Robinson, if you would like to discuss this. A Key to Codes and Attendance are shown overleaf. Further reviews will be issued during the year. Form Tutors' Evening will be held on Tuesday 10 November and Parents' Evening will be held on Thursday 4 February. <<ChosenName>> will receive <<his>> full Report in May.

SUBJECT		TEACHER	NATIONAL CURRICULUM LEVEL	NATIONAL CURRICULUM PROGRESS	LITERACY	APPROACH TO LEARNING
ENGLISH	Reading	Ms Robinson	7E	T=	T=	1
	Writing		7D	T+		1
MATHEMATICS						
SCIENCE						
ART & DESIGN						
DRAMA						
DT - FOOD						
DT – PRODUCT DESIGN						
DT - TEXTILES						
GEOGRAPHY						
HISTORY						
ICT						
MFL - FRENCH						
MUSIC						
PHYSICAL EDUCATION						
RELIGIOUS EDUCATION						

Next Steps

- First review will be Literacy and Approach to Learning only
- Programmes of study will be made available via the website next term
- Full review will be published at Christmas