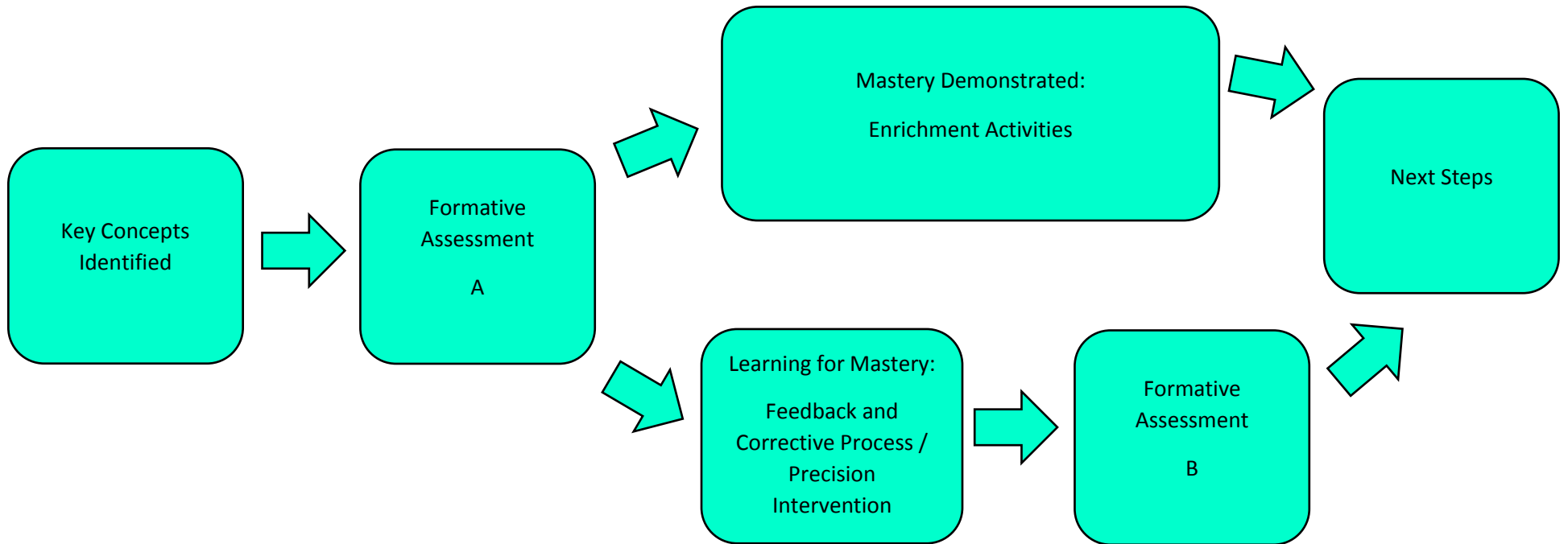


### Mastery Learning – Teaching and Learning Approach



## Mastery Learning – Teaching and Learning Approach Guidance

Teacher identifies and organises key concepts all pupils are expected to master.

Teacher prepares pre-assessment and enrichment materials.

Pupils need to be exposed briefly to the upcoming content.

Pupils will take part in brief instructional and practice time in order to ascertain next steps in learning and determine their level of understanding. Feedback is given.

Pupils who have previously mastered the concepts should work on enrichment activities whilst other pupils experience direct instruction.

Following the initial input, the teacher determines who has mastered the content and who needs additional guidance.

Keep records of the formative assessment process and which enrichment activities the pupils have taken part in.

For those children who have not mastered the concept, new instruction/guidance is presented in a different way, perhaps using manipulatives or other hands on approaches. Corrective activities are also undertaken. Same day intervention will take place to support learners and this may also be the case for children who have the potential to access the enrichment opportunities.

Pupils who have mastered the material are given enrichment opportunities, while those who have not mastered it receive additional instruction/practice.

For those children who did not master the concept originally, formative assessment is again undertaken to determine progress.

Meet regularly with pupils who are in need of support (at all levels) to help them locate resources, to develop confidence in choosing challenging work and to learn to follow the behavioural expectations of working independently.