

Mastery Learning and Assessment in Primary Schools

Supporting progress and greater depth of learning for all pupils to meet increased expectations in reading, writing and mathematics

23rd March 2017, London

09:00 – 09:40	Registration and refreshments	
09:40 – 09:50	Chair's introduction and welcome: What is Mastery learning, does it work, and can it be applied curriculum wide? <i>Bob Cox, Director of Searching for Excellence Ltd</i>	
09:50 – 10:35 Definition	Defining what a mastery approach looks like in the primary classroom: Provide deeper learning for all pupils and know how to assess when a pupil has 'mastered' something <i>Tim Oates, Group Director of Assessment Research and Development, Cambridge Assessment</i>	
10:35 – 11:05 Consistency	Equip all staff with the confidence to embed mastery and make consistent judgements to ensure your data is accurately reflecting the progress and attainment of every pupil <i>Lynn Knapp, Headteacher, Windmill Primary School</i>	
11:05 – 11:20	Questions	
11:20 – 11:50	Morning Refreshments	
11:50 – 12:40	Streamed Sessions 1	
	1A	1B
	Mastery in mixed-ability classrooms	Reading and writing – mastery work examples
	<p>Learn how to differentiate within a mastery context and successfully embed mastery learning which supports the progress of all pupils in a mixed-ability class</p> <p><i>Tim Oates, Group Director of Assessment Research and Development, Cambridge Assessment</i></p>	<p>What does 'mastery work' for all actually look like? Use real examples of pupil work and collectively assess and judge mastery reading and writing in KS1 and KS2</p> <p><i>Your opportunity for hands-on, live moderation with peers from across the country</i></p> <p><i>Dr Verity Jones, Educational Consultant, Enhanced Learning for All</i></p>
		1C
		Questioning skills
		<p>Take away a bank of mastery style, open-ended questions to utilise in your classrooms to offer opportunities for challenge and assess depth of understanding whilst accelerating progress for more able students</p> <p><i>Julia Stead, Key Stage 2 Leader and Year 3 Class Teacher, The Weatheralls Primary School</i></p>
12:40 – 13:40	Lunch	
13:40 – 14:10 Evidencing	Tracking progress over time: Efficient data use strategies to track and evidence progress in a lesson, in a term and over a full year to monitor performance and raise attainment <i>Julie Girdham, Assessment Co-ordinator, Steel City Schools Partnership, STAT Sheffield</i>	
14:10 – 14:20	Questions	
14:20 – 15:10	Streamed Sessions 2	
	2A	2B
	Reading and writing – curriculum design	Mathematics – mastery work examples
	<p>What does a rich and high-quality English curriculum look like? How to design a curriculum that supports mastery learning and develops reading and writing skills</p> <p><i>Bob Cox, Director of Searching for Excellence Ltd</i></p>	<p>What does 'mastery work' for all actually look like? Work through real examples of pupil work and collectively assess and judge what mastery in mathematics looks like for KS1 and KS2 pupils</p> <p><i>Your opportunity for hands-on, live moderation with peers from across the country</i></p> <p><i>Ruchi Sabharwal, Assistant Headteacher, Weatheralls Primary school</i></p>
15:10 – 15:30	Afternoon refreshments	

15:30 – 16:20	Streamed Sessions 3	
	3A	3B
	Mathematical fluency	Pupil progress meetings
	<p>How to use a mastery approach in mathematics to teach greater depth, develop mathematical fluency and improve reasoning and problem-solving skills</p> <p><i>Lee Shilton, Deputy Head, Lady Bay Primary School</i></p>	<p>How to run robust, data-driven pupil progress meetings to track and monitor pupil progress, identify areas in need of support and lead to meaningful interventions</p> <p><i>Julia Stead, Key Stage 2 Leader and Year 3 Class Teacher, The Weatheralls Primary School</i></p>
16:20	Conference Close	