



Kingsland CE Primary School

The Essence of Teaching and Learning



Underpinning principles – Teaching for Mastery

- Teaching for Mastery assumes everyone can learn and enjoy learning different subject content.
- Teaching for Mastery learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections between concepts.
- Teachers continually develop their specialist subject knowledge, working collaboratively to refine and improve their teaching.
- Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.

Lesson design – Teaching for Mastery

- Lesson design links to prior learning to ensure all can access the new learning and identifies carefully-sequenced small steps in progression to build secure understanding.
- Examples, representations and models are carefully selected to expose the structure of concepts and emphasise connections, enabling pupils to develop a deep knowledge of subject content.
- Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.
- It is recognised that practice is a vital part of learning, but the practice must be designed to both reinforce pupils' procedural fluency and develop their conceptual understanding.

In the classroom – Teaching for Mastery

- Pupils are taught through whole-class interactive teaching, enabling all to master the concepts necessary for the next part of the curriculum sequence.
- In a typical lesson, the teacher leads back-and-forth interaction, including questioning, short tasks, explanation, demonstration, and discussion, enabling pupils to think, reason and apply their knowledge to solve problems.
- Use of precise subject-specific language enables all pupils to communicate their reasoning and thinking effectively. Key teaching and learning strategies include the use of stem sentences and choral speaking, to ensure precise use of vocabulary by all children.
- If a pupil fails to grasp a concept or procedure, this is identified quickly, and gaps in understanding are addressed systematically to prevent them falling behind.
- Significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning.
- Key subject-specific content is learnt to automaticity, and other key content is learned deeply and practised regularly, to avoid cognitive overload in working memory and enable pupils to focus on new learning.
- Gaps in understanding, knowledge and skills are very quickly identified and addressed through high quality adaptive teaching and learning strategies, ensuring foundational knowledge and skills are secure for every pupil.

Pedagogical principles

The school believes strongly in Rosenshine's 10 principles of instruction, which form the key features of every lesson:

- 1. Daily review**
Daily review can strengthen previous learning and can lead to fluent recall
- 2. Present new material using small steps**
Only present small amounts of new material at any time, and then assist students as they practice this material
- 3. Ask questions**
Questions help students practise new information and connect new material to their prior learning
- 4. Provide models**
Providing students with models and worked examples can help students learn to solve problems faster
- 5. Guide student practice**
Successful teachers spend more time guiding the students' practice of new material
- 6. Check for student understanding**
Checking for student understanding at each point can help students learn the material with fewer errors
- 7. Obtain a high success rate**
It is important for students to achieve a high success rate during classroom instruction
- 8. Provide scaffolds for difficult tasks**
The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks
- 9. Independent practice**
Provide for successful independent practice
- 10. Weekly and monthly review**
Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge