Doddinghurst Infant School

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Mastery Subject Policy

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Version:	**2.0**

Rationale

This Mastery Subject Policy will show our whole school commitment to the development of a mastery curriculum. Each Subject Leader has produced a statement, which details how a mastery approach is promoted through that curriculum area. By having high expectations, our whole school aim is to develop children that have both the skills and opportunities to master a range of subjects across the curriculum.

- English
- Mathematics
- Science
- Computing
- Physical Education
- Religious Education
- History
- Geography
- Art
- Design Technology
- Foreign Languages
- Personal Social and Health Education
- Music

Wise Owl says 'Laugh, Listen, Learn'

Mastery in English

Effective mastery in English reflects independent learning which demonstrates creativity, imagination and innovation across a range of genres.

Planning longer sequences allows children to know a book inside and out, to look at how writers use language and words to impact on the reader and use them as models for their own writing.

We use Power of Reading texts which allows children to explore the book in meaningful ways and provides cross-curricular links to other subjects.

Precise questioning during lessons ensures that pupils can think deeply about a text or area of focus.

Time is given to explore words, develop phrases, and play with sentences and paragraphs, meaning that children always consider the impact on the reader when they write.

Differentiation and scaffolded thinking supports all children to work with the same objective.

Grammar, punctuation and spelling are taught explicitly and in context across the curriculum. When children are working at greater depth, they can apply the skill confidently, accurately and effectively in a range of writing.

The use of high-quality rich vocabulary texts are used to promote a love of English.

Mastery in Mathematics

Effective mastery curricula in mathematics are designed in relatively small carefully sequenced steps. The focus is on the development of deep structural knowledge and the ability to make connections independently. Maths should not be a 'race', but topics should be explored in greater depth ensuring their understanding is secure.

Precise questioning during lessons ensures that children develop fluent technical proficiency and think deeply about the underpinning mathematical concepts. They are able to justify through reasoning using the sentence stem, 'I know I'm right because…'.

Taking a mastery approach, allows differentiation, support, and intervention available to all children.

Children need to be fluent and have quick efficient recall of facts such as number bonds. This is important in the journey to become flexible to apply their knowledge between different concepts.

A coherent programme of high-quality curriculum materials (including concrete and pictorial representations) is used to support classroom teaching to help build procedural and conceptual knowledge together.

Lessons include a variety of representations needed to introduce and explore a concept effectively and also set out related teacher explanations and questions to children.

Mastery in Science

Effective mastery in Science encourages all children to think about the world around them and explain how and why things work.

Through higher order questioning in lessons, children are encouraged to think deeply and apply their

understanding.

Children are given opportunities to apply their understanding of Science in practical activities, in which they investigate a question. They will generate data and try to explain what it means and compare their data with others. Children can self-select their equipment that they feel is the most appropriate to carry out and conclude an investigation.

In conclusion, children give well thought out reasons based on their results and consideration is given to how accurate and reliable the results are.

Mathematics is used to compare data or present the data as a graph when appropriate.

Children are given opportunities to research ideas using computing skills and summarise their research in their own words.

Mastery in Computing

Effective mastery in Computing encourages all children to consider the real-world application of the subject, both in and out of school.

Open-ended questioning and investigations during lessons ensures that children can develop problem-solving skills and logical thinking.

Children are encouraged to apply skills they have learnt in other subjects to their Computing work, such as the ability to read and interpret data from a range of sources as explored in Maths and Science lessons.

Children are urged to transfer the skills they learn in Computing into other subjects, by using a range of media to express ideas or explain their thoughts.

The use of high quality IT resources, such as, laptops, iPads and other filming equipment, are used regularly by the children with them often being given the choice to self-select the media which they feel most appropriate to complete a task.

As a result of this, children have a resilient attitude towards Computing and its applications across a wider curriculum. They are able to confidently use a range of IT resources and develop their analytical minds through research, investigations and collaborative learning.

Mastery in Physical Education

Effective mastery in Physical Education encourages all children to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

Children should understand and respect differences amongst their peers in physical activity settings.

All children are to self-differentiate by utilising a variety of materials, resources and assessments as appropriate.

Using the role of an expert to help support those that don't have a broad knowledge of the sport, allow the children to develop skill and understanding.

Children should be able to take the individual skills they have learnt through a sequence of lessons and apply them to a game scenario, as well as, transferring the skills between sports.

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Children learn to evaluate peer and self-performance of specific skills, by giving both positive and critiquing statements - orally and written.

Mastery in Religious Education

Effective mastery in Religious Education encourages all children to think deeply about their own personal values and beliefs, as well as those of others.

Higher order questioning during lessons ensures that pupils can reflect on spiritual and ethical issues.

Greater time is spent exploring key ideas, themes and beliefs.

Children are encouraged to ask their own deep-thinking questions and are given time to contribute to peer discussions and debates.

Children are encouraged to compare and contrast customs and beliefs from one religion to another.

The use of high quality resources such as artefacts, texts and pictures are used to stimulate curiosity and deep thinking ideas.

As a result of this, pupils have a deep understanding of the actions, views and beliefs of others from a range of cultures that may have different viewpoints and beliefs to their own.

Mastery in History

Effective mastery in History encourages all children to think critically about the past and evaluate the impact of historical events on the modern world, developing critical thinking skills.

Children are encouraged to compare and contrast customs and beliefs from one society to another.

Higher order questioning enables children to deepen their understanding by empathising with people of the past, analysing motivation and decisions. Children are encouraged to ask questions and take opportunities to reflect, discuss and debate with their peers.

Greater time is spent developing historical skills such as interpretation and enquiry. The most confident children: select the most appropriate source of evidence; evaluate the reliability of sources and form their own opinion about historical aspects from a range of sources. Resulting in children having a comprehensive understanding of the past.

Mastery in Geography

Effective mastery in Geography enables children to be able to make comparisons, showing their understanding of geographical similarities and differences through the study of human and physical geography.

Higher order questioning during lessons ensures that pupils reflect on prior knowledge, so they have the opportunity to apply their learning between the units of study.

The use of high quality resources such as GIS, atlases, Ordnance Survey maps and photos are used to stimulate curiosity and deeper thinking.

Children are encouraged to ask questions, contribute to discussions and debates, and observe spatial, environmental, economic and social implications.

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Mastery in Art

Art is the process of creating – exploring, discovering, and experimenting – that allows children to express themselves in personal and innovative ways; it is open ended.

Effective mastery in Art encourages all children to think deeply about artwork and develop their visual vocabulary.

Higher order questioning during lessons ensures that children can reflect on spiritual and ethical issues when exploring art from other times and cultures.

Children are encouraged to ask their own deep-thinking questions and are given time to contribute to peer discussions and debates.

Children are encouraged to compare and contrast methods and styles from one artist/painting to another; thus, leading to self-expression and innovation.

Children are given opportunities to research, record and reflect upon their own work and evaluate over a period of time.

Children are encouraged to explore new techniques and develop precision in the use of a range of tools and techniques.

The use of high quality resources such as artefacts and pictures are used to stimulate curiosity and deep thinking ideas.

As a result of this, children have a deep understanding of the influences, style and inspiration of artists, designers and craftsmen from a range of times and cultures.

Mastery in Design Technology

Effective mastery in Design Technology encourages all children to be resourceful and to explore and evaluate properties of materials to create a product.

Children are provided with ample opportunities to complete the Design Technology cycle which includes: research, design, creating a prototype, re-evaluate, creating a final product and evaluation. They are given time to reflect on their designs and prototypes to identify problems and seek appropriate solutions. Children are encouraged to evaluate their choice of materials and the making process, as well as, work from their peers.

Children are encouraged to select tools to create their products independently based on their knowledge and reasoning of the design specification.

Mastery in Personal, Social and Health Education

Effective mastery in PSHE encourages all children to consider their own personal values and beliefs, as well as those of others.

Children are provided with the opportunities to ask and respond to a variety of higher order questioning that reflect on their own values and opinions.

Children are encouraged to ask their own deep-thinking questions and are given time to contribute to peer discussions and debates.

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Children learn deep, rich and coherent ‘powerful knowledge’ that they are then able to transfer to other areas of the curriculum.

A variety of stimulus is used to develop curiosity and deep thinking ideas and children are able to apply to a variety of written and practical activities within lessons. Children are encouraged to compare and contrast their own thoughts and opinions with others in a calm and respectful manner. As a result of this, children have a deep understanding of the actions, views and beliefs of others and the social, moral, spiritual, and cultural aspects.

Mastery in Music

Effective mastery in Music encourages all children to think deeply and reflect on their musical preferences across a range of genres.

Higher order questioning during lessons ensures that children can reflect and explore a range of different musical techniques.

Children are encouraged to compose their own pieces of music and record in some form. They are encouraged to self-reflect on their piece; recording equipment can be used to support the evaluating process.

Children are also encouraged to compare and contrast different styles of music from a range of cultures and historical periods, including the work of famous composers. As a result of this, children have a deep understanding and appreciation of different cultural perspectives and styles of music.