

Effective Primary Teaching Practice 2016:

EFFECTIVE TEACHING (B)

1 **Mastery teaching** - with careful thought we saw no reason why mastery teaching cannot be used across the curriculum. Our definition is:

- an expectation that all pupils reach a minimum (but high) level of knowledge of the same content - i.e. that all pupils have mastery of content - extension for the highest attainers comes through greater depth rather than breadth or acceleration
- carefully sequenced teaching that progresses a subject
- teaching that plans for and challenges any misconceptions students may have
- corrective teaching and interventions to help all achieve the minimum level
- ongoing deliberate practice of core skills to embed knowledge, resulting in pupils being able to recall and demonstrate their knowledge in different contexts (including reasoning and problem-solving) over time
- regular informal assessment to ensure accurate teacher understanding of pupils' knowledge, understanding and skill

Mastery teaching is not about ticking each national curriculum objective and subpoint as you go along, using them as a proxy for your teaching sequence



2 **Using whole class approaches**

- Frequently organising pupils as a whole class can maximise pupil-teacher contact so that every pupil benefits from teaching - alongside opportunities for individual practice, and structured working with peers.
- This is not about teachers talking at pupils - it is about teaching where teachers explain and model, then encourage pupils to think and grapple with a subject as their understanding develops.

3 **Effective use of small group work**

- Pupils learn from summarising, communicating and reasoning with peers, and this works best with structure and support.
- Small groups can be effective for corrective teaching or targeted pre-teaching - helping ensure all pupils can access the content in whole class teaching.

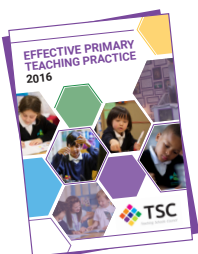
4 **Corrective teaching and interventions**

- Use the most appropriate adult who understands the outcomes required and how to assess progress.
- Consider the evidence for particular interventions, and the likely outcomes compared to the investment (time, money, staff).

5 **Using phonics**

- Using phonics with all early readers to secure decoding ability, and as an intervention approach for struggling readers.

Phonics is not just for pupils in reception and key stage 1. Good phonic knowledge is required all through key stage 2, not least in tackling multi-syllabic spelling.



For the full report, other posters and tools go to:

<http://tscouncil.org.uk/resources/effective-primary-teaching-practice-2016/>

Written by Dame Reena Keeble, supported by a group of teachers, heads and experts.