

ALL OR NOTHING

Teaching all students in the same way and giving all the same time to learn typically exacerbates variation in learning. Bloom believed that all students could be helped to reach a high criterion of learning if both the instructional methods and time were varied to better match students' individual learning needs. (Guskey 1996)

Considering the SJB Mastery Delivery Model will help reduce the attainment gaps within diverse groups of students in our community.

Warm Up

Don't assume prior knowledge or attainment. Pre-teach homeworks to prepare for learning, use quick quizzes or baseline tasks to inform current level of understanding and help dictate the subsequent pitch of the lesson.

Watch Me, Watch Out!

When sharing the input with students, consider the number of layers of learning that you are asking the students to do; it may be this cycle needs to be repeated more than once. Remember to model using 'I' rather than 'you'. Once you have modelled exactly what the learning is, show examples that shine a light on key misconceptions and common pitfalls to see if students have really understood the important steps.

Continue

If students are proficient in initial concepts, provide opportunities to continue, broaden and deepen learning. Students should progress in small steps, with AfL utilised throughout the duration to assess and provide feedback whilst supporting progression in learning.

Consider the structure:

- Continue to practice...
- Non standard - same but slightly different format
- Correct mistakes, alternatives
- Apply to different context
- Open ended questions

Intervene

No single method of instruction works best for all. To help every student learn well students might need alternative approaches and additional time before continuing to deepen understanding. Ensure AfL informs intervention decisions. Strategies include alternative explanations, re-grouping, peer support or using a different medium.

Learning Objectives

Learning outcomes should be shared with students. Learning should be broken into small steps with all able (and expected) to achieve.

Quick Check

All student's understanding should be efficiently tested to identify those who need more support and those who are able to continue independently. AfL should be used diagnostically for each individual. All students will then be directed to an appropriate next task based on this.

Reflect

Teacher led, student centred. Students should reflect on the main tasks achieved in the lesson, this should include questions to deepen understanding. Open ended questions that are shared and discussed expose all students to deeper learning (regardless of attainment).

Use questions such as:

- What was challenging?
- What have you learnt?
- What would you do differently?
- What advice would you give?

One area of the model I am going to focus on in my teaching is....

BETTER NEVER STOPS