Mastery Learning at Walton Priory Middle School

At Walton Priory Middle School, we're dedicated to the Mastery Learning model, which forms the cornerstone of our traditional teaching approach. To us, Mastery Learning means delving deeper into subjects, ensuring a comprehensive understanding, rather than rushing through the curriculum. In the past, the hurried pace of instruction left some students with significant gaps in their subject knowledge, leading to difficulties in grasping complex concepts. As a Middle School, it's our responsibility to ensure that our students not only acquire a solid and concrete understanding of subject knowledge and skills but also develop emotional resilience for their transition to high school.

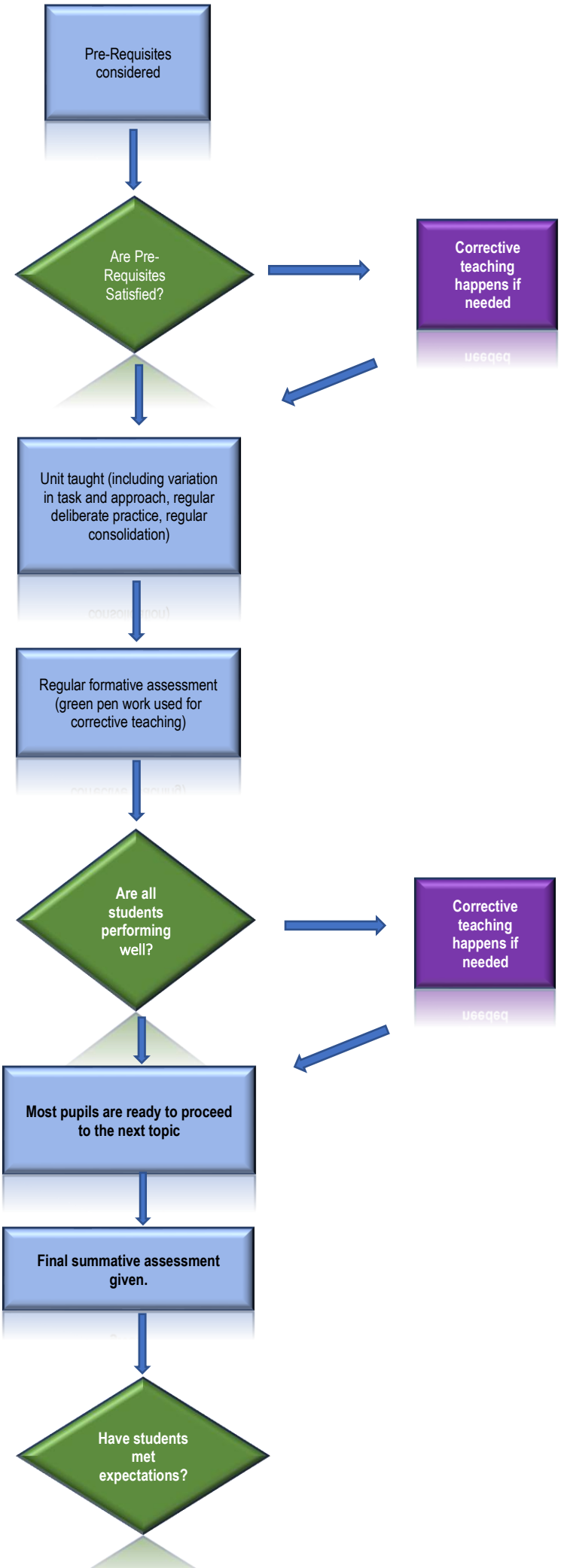
Now, we approach learning at a more deliberate and profound pace, ensuring that all students make progress. This approach provides deeper and more enriching experiences for students who are exceeding national expectations for their age. Our focus is on all students achieving what is expected of their age group and going beyond.

What does Mastery Learning look like at Walton Priory?

1. **Teach Less, Learn More:** We prioritize less teacher talk and focus on evidencing learning and progress.
2. **All Students Make Progress:** We create a learning environment where every student advances.
3. **Space and Time for Experience and Application:** We treat each child as an individual, allowing them the space and time to experience and apply what they learn.
4. **Real-Life Applications:** We strive to make learning relevant and tangible by connecting it to real-life situations whenever possible.
5. **Inclusive Teaching:** We believe in teaching all students in the same class, together, most of the time.
6. **Feedback During Lessons:** We provide verbal feedback during lessons, use shorter comments in books, and emphasize the importance of grasping correct concepts.
7. **Deeper Exploration:** We spend more time exploring a single idea, fostering a profound understanding.
8. **Additional Support:** For students who need it, we offer shorter, more intensive support sessions.
9. **Assessment:** We conduct mini assessments more frequently, alongside termly formal tests, to track progress and understanding.

Our Model:

1. **Pre-Requisites Considered:** We assess students' readiness and prior knowledge before diving into a new topic.
2. **Corrective Teaching:** If necessary, we provide corrective teaching before delivering the topic.
3. **Unit Taught:** We teach the unit, incorporating task and approach variations, regular deliberate practice, and consolidation.
4. **Formative Assessment:** We regularly assess progress, using green pen work for corrective teaching.
5. **Readiness to Proceed:** Most pupils are prepared to move on to the next topic.
6. **Summative Assessment:** We conduct a final summative assessment, using green pen work for corrective teaching for those who need it.
7. **New Topic Taught:** The cycle continues with the introduction of a new topic.


Pre-Requisites considered
Are Pre-Requisites Satisfied?
Corrective teaching happens if needed
Unit taught (including variation in task and approach, regular deliberate practice, regular consolidation)
Regular formative assessment (green pen work used for corrective teaching)
Are all students performing well?
Corrective teaching happens if needed
Most pupils are ready to proceed to the next topic
Final summative assessment given.
Have students met expectations?