

Mastery

Principles and practice

Mastery - 'the skill of constant practice in an attempt to consistently improve what you do'

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- Divide teaching into small units
- Frequent assessment, followed by swift feedback
- Regular revisit of key concepts

Effective Learning – 3 essential ingredients.

1. Just in time feed back – same day
 - .. Recognise the essential objectives
 - .. Celebrate success
 - .. Identify what needs more work
2. Correctives
 - .. Explicit guidance on avoiding errors
 - .. Alternative approach to engage success
3. Enrichments
 - .. Higher order skills
 - .. Opportunities to apply learning

Hierarchy of Thinking Skills

‘Bloom’s Taxonomy’ – 6 levels of understanding.

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

Hierarchy of Thinking Skills

'Bloom's Taxonomy' – 6 levels of understanding.

1. Remembering – recalling or recognising information as it was learned.

Vocabulary – choose, identify, observe, match, list

Questions – who, what, where, when, how, describe

Hierarchy of Thinking Skills

‘Bloom’s Taxonomy’ – 6 levels of understanding

2. Understanding – understanding the material communicated without relating it to anything else.

Vocabulary – ask, classify, compare, discuss, explain, summarise, report, give examples

Questions – re-tell, what is the main idea? Can you write a brief outline?

Hierarchy of Thinking Skills

‘Bloom’s Taxonomy’ – 6 levels of understanding

3. Applying – use the information to solve a problem with a single correct answer.

Vocabulary – organise, connect, plan, develop, perform

Questions – example of, how is... related to?
Why is.... Significant?

Hierarchy of Thinking Skills

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4. Analysing – breaking information down into its component parts.

Vocabulary – distinguish, investigate, research, relationship, reason

Questions – classify... according to.., what evidence can you present for? Outline/ diagraph / map the key features

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5. Evaluating – making judgements, putting opinions in order and applying standards.

Vocabulary – adapt, combine, integrate, extend, modify, assess, conclude

Questions – what would you predict? What ideas can you add? What might happen if? How would you create/ design..?

Hierarchy of Thinking Skills

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6. Creating – Something new from parts not previously related.

Vocabulary – design, persuade, judge, justify, prove, validate

Questions – Do you agree that..., What is most important? What criteria would you use? How would you decide?

3 stages in the Learning Journey

‘Working Towards the Expected Range’

1. **Factual Knowledge and Conceptual Understanding**

(Remembering and Understanding)

Initial concept / idea presented and knowledge taught.

‘series of concrete experiences to ‘contextualise’ learning’.

3 Stages in the learning Journey

‘Working Within the Expected Range’

2. Procedural Fluency

(Remembering, understanding, applying, analysing)

‘develop skills to be successful learner. Repeated opportunities to practice, apply and extend over a sequence of activities’.

3 Stages in the Learning Journey

‘Working at Greater Depth’

3. Mastery

(Remembering, Understanding, Applying, Analysing, Evaluating, Creating)

‘apply skills in different / similar contexts. Pupils reflect and evaluate their own learning’